

SCOTT VALLEY UNIFIED SCHOOL DISTRICT

Board Packet



BOARD OF TRUSTEES
Brandon Fawaz, President
Sandy Hogge, Clerk
Jason Finley
Jim Harris
Jennifer Thackeray

SUPERINTENDENT
Micheline G Miglis

EXECUTIVE ASSISTANT
Julie Hogun

"ENSURING HIGH LEVELS OF LEARNING FOR ALL STUDENTS"

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



Board of Trustees
Brandon Fawaz, President
Sandy Hogge, Clerk
Jason Finley
Jim Harris
Jennifer Thackeray

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees

Wednesday, February 21, 2024
Closed Session 5 p.m. • Open Session 6:00 p.m.
Scott Valley Junior High School, Library
237 Butte Street, Fort Jones, California

AGENDA

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

1.0 CALL TO ORDER

- 1.1 Roll Call
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 Unpaid Leave of Absence for 2023-24 School Year
 - 2.1.1 After School Assistant and Title VI Tutor, PT, EES
- 2.2 Public Employee Discipline/Dismissal/Release/Complaint
- 2.3 Employment for 2023-24 School Year
 - 2.3.1 Maintenance/Custodian Crew Leader I, 8 hours/day, year-round
- 2.4 Volunteer Employment

- 2.4.1 Assistant Baseball Coach, EHS
- 2.4.2 Assistant Track Coach, EHS

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

- 2.5 SVTA
- 2.6 CSEA
- 2.7 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 February 21, 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: January 17, 2024
 - 5.1.2 Special Board Meeting/Workshop: January 31, 2024
- 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 Cell Phone Allowance Agreements
- 5.7 Approve Over-night/Out of State/Special Risk Trips, February – July 2024

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 Superintendent’s Report

6.1.2.1 Resignations

6.1.2.1.1 Principal, SVJH, Ken Dysert

6.1.2.1.2 Resource and Intervention Teacher, FJE, Makenzie Denman

6.1.2.1.3 Technology Specialist, Louis George

6.1.2.2 District News and Updates

6.1.2.2.1 LCAP Mid-year Update

7.0 REGULAR AGENDA

Discussion and/or Action

- 7.1 Approve Memo of Understanding with SVTA RE: Early Notification Incentive
- 7.2 Approve Memo of Understanding with CSEA RE: Early Notification Incentive
- 7.3 Approve 2nd 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 PL 874, Indian Education Policies and Procedures

7.5 Approve District Comprehensive School Safety Plan Micheline Miglis

7.6 Approve School Plans for Student Achievement for Etna High School, Scott Valley Junior High, Etna Elementary and Fort Jones Elementary

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, March 13, 2024
Etna High School, Multi-purpose Room



Consent

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



Board of Trustees
Brandon Fawaz, Presiding President
Sandy Hogge, Clerk
Jason Finley
Jim Harris
Jennifer Thackeray

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees

Wednesday, January 17, 2024

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 Wednesday, January 17, 2024 at Scott Valley Junior High School.

Roll Call - Members Present

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

Public Comment regarding Closed Session items: None

CLOSED SESSION

The Board adjourned to Closed Session from 5:00 – 6:02 p.m.

OPEN SESSION

President Fawaz called the meeting to order at 6:07 p.m. and led the Board and Audience in the Pledge of Allegiance.

Sandy Hogge moved, seconded by Jim Harris, to approve the agenda for the Regular Meeting of the SVUSD Board of Trustees for January 17, 2024

- Trustee Jennifer Thackeray asked for update on the Community Schools Grant

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

- No reportable action taken in Closed Session

PUBLIC COMMENT FOR OPEN SESSION

- Adella Singleton, SVO Student, addressed the Board about her positive experience in the SVO program

CONSENT AGENDA

- 5.1 Approved Minutes
 - 5.1.1 Regular Board Meeting: December 14, 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
 - Opportunity Classroom Teacher, EES, 66% FTE, Diane Lang-Ledbetter
 - Library Media Technician, FJE, 15 hours per week, Linda Sue Berry
- 5.6 Approved Extra Duty Hours for Classified, Short Term and Certificated Employees
- 5.7 Approved Quarterly Report Williams Uniform Complaints
- 5.8 Approved Expanded Learning Opportunities Program Plan (K – 8th)

Motion to Approve Consent Agenda: Sandy Hogge, 2nd: Jennifer Thackeray

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 – Half-way through the year update

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 Mendenhall6.1.3.1.2 Head 7th Grade Girls Basketball Coach, SVJH, Debbie Kaz6.1.3.1.3 Assistant 8th Grade Girls Basketball Coach, SVJH, Debbie Kaz6.1.3.1.4 Assistant 8th Grade Boys Basketball Coach, SVJH, Mike Edmiston6.1.3.1.5 Assistant 7th Grade Girls Basketball Coach, SVJH, Caitlin Bennett

6.1.3.2 District News and Updates

- SVO Principal/Superintendent Report
 - SVO student, Shayna Gomes State winner of the *Imagine This*, Ag in the Classroom Story Writing Contest
 - SVO seniors graduating early are presenting their Senior Projects
- Superintendent's Student Advisory Council has been formed. Eight students were selected, all from Etna High School
- First reading of Board Policies are presented tonight, reflecting new laws

REGULAR AGENDA

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

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

7.2 Approved 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

Motion to Approve: Jennifer Thackeray, 2nd: Jim Harris

Roll Call Vote of 5 – 0

Ayes:

Brandon Fawaz

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

7.3 Approved 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
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- 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

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

7.4 Approved Title VI and Supplemental Programs, Unrepresented Salary Schedule

Motion to Approve: Sandy Hogge, 2nd: Jennifer Thackeray

Roll Call Vote of 5 – 0

Ayes:

Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray

Noes: None

Absent: None

- 7.5 HVIP Zero Emission School Buses Grant Award
Power Point given by Russell Sweet and Micheline Miglis, 6:36 – 6:44 p.m.
Board discussion from 6:44 – 6:50 p.m.
Motion to no longer pursue the grants: Sandy Hogge, 2nd: Jim Harris
Roll Call Vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

BOARD REPORTS

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

- Jennifer Thackeray requested information on Community Schools Grant. She would like to meet with Tana Piersall for update

ADJOURNMENT

President Fawaz adjourned the meeting at 6:53 p.m.

Julie Hogun, Executive Assistant

Brandon Fawaz
President, SVUSD Board of Trustees

Sandy Hogge
Clerk, SVUSD Board of Trustees

Scott Valley Unified School District
Micheline Miglis, Superintendent
Julie Hogun, Executive Assistant
11918 Main Street
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Board of Trustees
Brandon Fawaz, Presiding President
Sandy Hogge, Clerk
Jason Finley
Jim Harris
Jennifer Thackeray

Ensuring High Levels of Learning for All Students

Special Meeting of the Board of Trustees

Wednesday, January 31, 2024

MINUTES

CALL TO ORDER

A Special meeting of the Governing Board of the Scott Valley Unified School District was called to order by Brandon Fawaz at 3:30 p.m. on Wednesday, January 31, 2024 at the District Office.

Roll Call - Members Present

Brandon Fawaz, President of the Board
Sandy Hogge, Clerk of the Board
Jason Finley
Jim Harris
Jennifer Thackeray, arrived at 3:50 p.m.
Members Absent: None

Public Comment regarding Closed Session items: None

CLOSED SESSION

The Board adjourned to Closed Session from 3:30 – 4:30 p.m.

OPEN SESSION – CALL TO ORDER

President Fawaz called the meeting to order at 4:30 p.m.

Reportable action taken in Closed Session

- The Board voted unanimously to adopt a Resolution pursuant to Education Code section 44929.21 and authorized the District’s Superintendent to notify a Principal of release from his probationary position. Roll call vote: 5 - 0

PUBLIC COMMENT FOR OPEN SESSION

- None

REGULAR AGENDA/BOARD BUDGET WORKSHOP

- 5.1 Discussion on Community Schools Grant – no action taken
- 5.2 Approved revised Driver Packet/Exhibit 3541.1, Transportation for School-Related Trips
Motion for revision: drivers of private or district vehicles with students being transported and operated for Scott Valley Unified School District purposes must be 25 years or older, unless they are age 21 and an employee of the district: Jason Finley, 2nd: Sandy Hogge
Vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 5.3 Board Budget Workshop
Power Point by Russell Sweet, CBO and Micheline Miglis, Superintendent
No Board action taken

CLOSED SESSION

The Board reconvened to Closed Session from 7:00 – 8:00 p.m.

- No reportable action taken in Closed Session

ADJOURNMENT

President Fawaz adjourned the meeting at 8:00 p.m.

Julie Hogun, Executive Assistant

Brandon Fawaz
President, SVUSD Board of Trustees

Sandy Hogge
Clerk, SVUSD Board of Trustees

Batch # 104

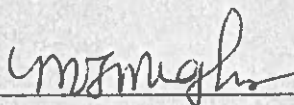
**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	32,957.96	
11	Adult Education Fund	153.49	
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	33,111.45	

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: 1/12/2024

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

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

040 SCOTT VALLEY UNIFIED
BATCH 104

J21052

ACCOUNTS PAYABLE PRELIST
BATCH: 0104 BATCH 104
FUND : 01 GENERAL FUND

APY500 L.00.22 01/12/24 14:47 PAGE 1
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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			
300783/00	BNG FINISH PRODUCTS INC							
PO-004519	12/08/2023	EHS	2 01-0000-0-4300-0000-8100-001-00000 NN F	490.00	490.00			
TOTAL PAYMENT AMOUNT				490.00 *				490.00
302192/00	CLINT ISBELL							
PO-001135	01/11/2024	EHS	1 01-0000-0-5800-1700-4200-001-00000 NN F	50.00	50.00			
TOTAL PAYMENT AMOUNT				50.00 *				50.00
301832/00	EMERALD CHARTERS							
PO-001064	01/11/2024	1023 ETNA HIGH ATHLETICS	1 01-0000-0-5800-1700-4200-001-00000 NN P	10,900.00	10,900.00			
TOTAL PAYMENT AMOUNT				10,900.00 *				10,900.00
055970/00	ETNA CITY OF							
PO-004017	01/11/2024	EHS	1 01-0000-0-5530-0000-8100-001-00000 NN P	408.00	408.00			
PO-004017	01/11/2024	EES	2 01-0000-0-5530-0000-8100-010-00000 NN P	220.26	220.26			
PO-004017	01/11/2024	SRHS	4 01-0000-0-5530-3200-8100-003-00000 NN P	59.66	59.66			
PO-004017	01/11/2024	SVO	3 01-0000-0-5530-0000-8100-009-00000 NN P	66.63	66.63			
TOTAL PAYMENT AMOUNT				754.55 *				754.55
056080/00	ETNA HARDWARE & SPORTING GOODS							
PO-001084	12/20/2023	331218 EHS AG	1 01-7010-0-4300-3802-1000-001-00000 NN P	52.81	52.81			
PO-001084	12/07/2023	330889 EHS AG	1 01-7010-0-4300-3802-1000-001-00000 NN P	38.15	38.15			
PO-004509	12/15/2023	331108 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	16.06	16.06			
PO-004509	12/11/2023	330960 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	20.35	20.35			
PO-004509	12/08/2023	330905 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	17.14	17.14			
PO-004509	12/07/2023	330892 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	24.62	24.62			
PO-004509	12/07/2023	330876 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	38.58	38.58			
PO-004509	12/08/2023	330909 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	12.85	12.85			
PO-004509	12/14/2023	331063 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	47.09	47.09			
PO-004509	12/12/2023	331007 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	12.84	12.84			
PO-004509	12/18/2023	331160 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	10.71	10.71			
PO-004509	12/29/2023	331397 EHS	1 01-0000-0-4300-0000-8100-001-30011 NN P	18.22	18.22			
TOTAL PAYMENT AMOUNT				309.42 *				309.42

040 SCOTT VALLEY UNIFIED
 BATCH 104

J21052

ACCOUNTS PAYABLE PRELIST
 BATCH: 0104 BATCH 104
 FUND : 01 GENERAL FUND

APY500 L.00.22 01/12/24 14:47 PAGE 2
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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	
061280/00	FORT JONES, TOWN OF							
PO-004018	01/11/2024	330 SVJH	1	01-0000-0-5530-0000-8100-002-00000	NN F	153.75	199.00	
PO-004018	01/11/2024	99 FJE	3	01-0000-0-5530-0000-8100-020-00000	NN P	204.25	204.25	
TOTAL PAYMENT AMOUNT						403.25 *	403.25	
031440/00	FUELMAN							
PV-240070	01/11/2024	2315288		01-0000-0-4341-0000-3600-006-00000	NN		634.55	
TOTAL PAYMENT AMOUNT						634.55 *	634.55	
302022/00	GENEVIEVE MARKUSSEN							
PO-004087	01/05/2024	EHS GRAD SASHES	1	01-4510-0-4300-1500-1000-001-00000	NN F	650.00	650.00	
TOTAL PAYMENT AMOUNT						650.00 *	650.00	
300052/00	JED MERRIHEW							
PO-002009	01/11/2024	SVJH	1	01-0000-0-4300-1647-1000-002-00206	NN P	21.00	21.00	
TOTAL PAYMENT AMOUNT						21.00 *	21.00	
301329/00	JUSTIN ALLEN							
TC-240004	01/11/2024	DEC PER DIEM		01-0000-0-5200-0000-3600-006-00000	NM		12.00	
TOTAL PAYMENT AMOUNT						12.00 *	12.00	
302009/00	LINDSAY ROMPON							
PO-002030	01/11/2024	SVJH	1	01-0000-0-4300-1639-1000-002-00207	NN P	114.05	114.05	
TOTAL PAYMENT AMOUNT						114.05 *	114.05	
302328/00	MUSIC IS ELEMENTARY							
PO-020069	03/08/2023	25815 FJE	1	01-0000-0-4300-1150-1000-020-00000	NN F	134.40	134.40	
TOTAL PAYMENT AMOUNT						134.40 *	134.40	

040 SCOTT VALLEY UNIFIED
BATCH 104

J21052

ACCOUNTS PAYABLE PRELIST
BATCH: 0104 BATCH 104
FUND : 01 GENERAL FUND

APY500 L.00.22 01/12/24 14:47 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount	
123000/00	PACIFIC POWER							
PO-004000	01/11/2024	EHS	1 01-0000-0-5520-0000-8100-001-00000	NN	P	6,642.39	6,642.39	
PO-004000	01/11/2024	SVJH	2 01-0000-0-5520-0000-8100-002-00000	NN	P	1,222.19	1,222.19	
PO-004000	01/11/2024	FJE	3 01-0000-0-5520-0000-8100-020-00000	NN	P	2,788.90	2,788.90	
PO-004000	01/11/2024	TRANSP	4 01-0000-0-5520-0000-8100-006-00000	NN	P	423.27	423.27	
PO-004000	01/11/2024	SRHS	6 01-0000-0-5520-3200-8100-003-00000	NN	P	758.83	758.83	
PO-004000	01/11/2024	SVO	8 01-0000-0-5520-0000-8100-009-00000	NN	P	302.41	302.41	
TOTAL PAYMENT AMOUNT						12,137.99 *	12,137.99	
300856/00	PURCHASE POWER - PITNEY BOWES							
PO-004001	01/11/2024	8000 9090 0608 7196	1 01-0000-0-5930-0000-7200-004-00000	NN	P	75.02	75.02	
TOTAL PAYMENT AMOUNT						75.02 *	75.02	
143360/00	SCOTT VALLEY DISPOSAL INC							
PO-004004	01/11/2024	288 SVJH	5 01-0000-0-5550-0000-8100-002-00000	NN	P	574.00	574.00	
PO-004004	01/11/2024	FJE	6 01-0000-0-5550-0000-8100-020-00000	NN	P	775.00	775.00	
TOTAL PAYMENT AMOUNT						1,349.00 *	1,349.00	
300261/00	U.S. BANK							
PO-001116	01/11/2024	EHS	1 01-0000-0-4300-1500-2420-001-00000	NN	F	119.06	119.06	
PO-001121	01/11/2024	EHS AG	1 01-7010-0-4300-3802-1000-001-00000	NN	F	32.32	32.32	
PO-001131	01/11/2024	EHS AG	1 01-7010-0-4300-3802-1000-001-00000	YN	F	286.62	286.62	
PO-002056	01/12/2024	SVJH ATHLETICS	1 01-0000-0-5200-1300-4200-002-00000	NN	F	455.64	455.64	
PO-004039	01/11/2024	DO	2 01-0000-0-5800-0000-7200-004-00000	NN	F	272.00	272.00	
PO-004549	01/11/2024	EHS	2 01-0000-0-4300-0000-8100-001-30011	NN	F	15.73	15.73	
PO-005037	01/11/2024	EHS	1 01-0000-0-5800-1500-1000-001-00000	NN	F	15.00	14.95	
TOTAL PAYMENT AMOUNT						1,196.32 *	1,196.32	
TOTAL USE TAX AMOUNT							20.78	
201040/00	VERIZON WIRELESS							
PV-240069	01/11/2024	9952346299	01-0000-0-5900-0000-7200-004-00000	NN			71.41	
PV-240069	01/11/2024	9952346299	01-0000-0-5900-0000-2700-001-00000	NN			33.63	
PV-240069	01/11/2024	9952346299	01-0000-0-5900-0000-2700-002-00000	NN			46.93	
PV-240069	01/11/2024	9952346299	01-0000-0-5900-0000-3600-006-00000	NN			6.97	
PV-240069	01/11/2024	9952346299	01-0000-0-5900-0000-2700-009-00000	NN			93.86	
PV-240069	01/11/2024	9952346299	01-6010-0-5900-0000-2700-002-00000	NN			30.75	
PV-240069	01/11/2024	9952346299	01-6010-0-5900-0000-2700-010-00000	NN			38.56	
PV-240069	01/11/2024	9952346299	01-6010-0-5900-0000-2700-020-00000	NN			31.21	

040 SCOTT VALLEY UNIFIED
 BATCH 104

J21052

ACCOUNTS PAYABLE PRELIST
 BATCH: 0104 BATCH 104
 FUND : 01 GENERAL FUND

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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 353.32 * 353.32

182731/00 XEROX FINANCIAL SERVICES/

PO-004074	01/10/2024	5250836 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	20.68	20.68	
PO-004074	01/10/2024	5250837 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	16.30	16.30	
PO-004074	12/22/2023	5213203 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	269.58	269.58	
PO-004074	01/10/2024	5257786 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	287.57	287.57	
PO-004075	12/22/2023	5213199 EHS	1	01-0000-0-5600-1500-1000-001-00000	NN P	455.48	455.48	
PO-004075	12/22/2023	5213199 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN P	195.20	195.20	
PO-004077	12/22/2023	5213198 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN P	415.22	415.22	
PO-004077	12/22/2023	5213198 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN P	177.94	177.94	
PO-004079	12/22/2023	5213202 SRHS	1	01-0000-0-5600-3200-1000-003-00000	NN P	203.89	203.89	
PO-004079	12/22/2023	5213202 SRHS	2	01-0000-0-5600-0000-2700-003-00000	NN P	87.37	87.37	
PO-004080	12/22/2023	5213200 EES	1	01-0000-0-5600-1150-1000-010-00000	NN P	435.36	435.36	
PO-004080	12/22/2023	5213200 EES	2	01-0000-0-5600-0000-2700-010-00000	NN P	186.57	186.57	
PO-004081	12/22/2023	5213201 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN P	435.36	435.36	
PO-004081	12/22/2023	5213201 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN P	186.57	186.57	

TOTAL PAYMENT AMOUNT 3,373.09 * 3,373.09

TOTAL FUND PAYMENT 32,957.96 ** 32,957.96

TOTAL USE TAX AMOUNT 20.78

040 SCOTT VALLEY UNIFIED
 BATCH 104

J21052

ACCOUNTS PAYABLE PRELIST
 BATCH: 0104 BATCH 104
 FUND : 11 ADULT EDUCATION

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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	01/11/2024	ADULT ED	1 11-6391-0-4300-4110-1000-008-00000	NN P	54.45	54.45		
PO-003216	01/11/2024	ADULT ED	1 11-6391-0-4300-4110-1000-008-00000	NN F	99.04	99.04		
TOTAL PAYMENT AMOUNT					153.49 *			153.49
TOTAL FUND PAYMENT					153.49 **			153.49
TOTAL BATCH PAYMENT					33,111.45 ***	0.00		33,111.45
TOTAL USE TAX AMOUNT								20.78
TOTAL DISTRICT PAYMENT					33,111.45 ****	0.00		33,111.45
TOTAL USE TAX AMOUNT								20.78
TOTAL FOR ALL DISTRICTS:					33,111.45 ****	0.00		33,111.45
TOTAL USE TAX AMOUNT								20.78
Number of checks to be printed: 19, not counting voids due to stub overflows.								33,111.45

- Special -

Batch # 105

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

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	7,537.18	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	7,537.18	

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: *lmismugh* Date: 1/17/24

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*

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		

302302/00	JASON FINLEY							
	PV-240071	01/17/2024	HEALTH INS REIMB 4TH QTR 2023	01-0000-0-3402-0000-7110-004-00000	NN			2,686.56
			TOTAL PAYMENT AMOUNT			2,686.56 *		2,686.56
302301/00	JENNIFER THACKERAY							
	PV-240074	01/17/2024	HEALTH INS REIMB 4TH QTR 2023	01-0000-0-3402-0000-7110-004-00000	NN			989.16
			TOTAL PAYMENT AMOUNT			989.16 *		989.16
302353/00	JIM HARRIS							
	PV-240072	01/17/2024	HEALTH INS REIMB 4TH QTR 2023	01-0000-0-3402-0000-7110-004-00000	NN			3,000.00
			TOTAL PAYMENT AMOUNT			3,000.00 *		3,000.00
302299/00	SANDY HOGGE							
	PV-240073	01/17/2024	HEALTH INS REIMB 4TH QTR 2023	01-0000-0-3402-0000-7110-004-00000	NN			861.46
			TOTAL PAYMENT AMOUNT			861.46 *		861.46
			TOTAL FUND PAYMENT			7,537.18 **		7,537.18
			TOTAL BATCH PAYMENT			7,537.18 ***	0.00	7,537.18
			TOTAL DISTRICT PAYMENT			7,537.18 ****	0.00	7,537.18
			TOTAL FOR ALL DISTRICTS:			7,537.18 ****	0.00	7,537.18
			Number of checks to be printed:			4, not counting voids due to stub overflows.		7,537.18

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

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	42,996.14	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	42,996.14	

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: msmigh Date: 1/22/24

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

040 SCOTT VALLEY UNIFIED
 BATCH 106

J22157

ACCOUNTS PAYABLE PRELIST
 BATCH: 0106 BATCH 106
 FUND : 01 GENERAL FUND

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

301133/00	A C T FINANCE							
PO-001134	11/28/2023	25856 ETNA HIGH	1	01-0000-0-4300-1500-1000-001-00000	NN F	1,224.00		1,224.00
TOTAL PAYMENT AMOUNT						1,224.00 *		1,224.00
300185/00	ACP DIRECT							
PO-020054	01/10/2024	0246748 FJE	1	01-0000-0-4300-1150-2460-020-00000	NN F	559.08		596.96
TOTAL PAYMENT AMOUNT						596.96 *		596.96
300611/00	AMERICAN SCHOOL COUNSELOR ASSO							
PO-002054	01/22/2024	1003764 R HANNA	1	01-3213-0-5300-1280-3110-002-10004	NN F	129.00		129.00
TOTAL PAYMENT AMOUNT						129.00 *		129.00
301253/00	ARAMARK UNIFORM SERVICE							
PO-004502	12/27/2023	5066472800 SVJH	1	01-0000-0-5500-0000-8100-002-30011	NN P	115.97		115.97
PO-004502	01/10/2024	5066483661 SVJH	1	01-0000-0-5500-0000-8100-002-30011	NN P	115.97		115.97
PO-004502	12/27/2023	5066472805 EES	2	01-0000-0-5500-0000-8100-010-30011	NN P	125.72		125.72
PO-004502	01/10/2024	5066483666 EES	2	01-0000-0-5500-0000-8100-010-30011	NN P	125.72		125.72
PO-004502	12/27/2023	5066472801 FJE	3	01-0000-0-5500-0000-8100-020-30011	NN P	148.46		148.46
PO-004502	01/10/2024	5066483662 FJE	3	01-0000-0-5500-0000-8100-020-30011	NN P	148.46		148.46
PO-006019	01/03/2024	5066478123 TRANSP	1	01-0000-0-5500-0000-8100-006-20008	NN P	64.04		64.04
TOTAL PAYMENT AMOUNT						844.34 *		844.34
300026/00	BAXTER AUTO PARTS							
PO-006001	09/26/2023	65833 TRANSP	1	01-0000-0-4300-0000-3600-006-20008	NN P	43.16		43.16
PO-006001	12/18/2023	71779 TRANPS	1	01-0000-0-4300-0000-3600-006-20008	NN P	51.69		51.69
PO-006001	12/18/2023	71768 TRANSP	1	01-0000-0-4300-0000-3600-006-20008	NN P	13.25		13.25
PO-006001	12/27/2023	72333 TRANSP	1	01-0000-0-4300-0000-3600-006-20008	NN P	32.82		32.82
TOTAL PAYMENT AMOUNT						140.92 *		140.92
300618/00	BERRYHILL CONTRACTING INC							
PO-004518	01/06/2024	375124 EHS	1	01-0000-0-5800-0000-8100-001-30011	NN P	465.00		465.00
TOTAL PAYMENT AMOUNT						465.00 *		465.00

040 SCOTT VALLEY UNIFIED
 BATCH 106

J22157

ACCOUNTS PAYABLE PRELIST
 BATCH: 0106 BATCH 106
 FUND : 01 GENERAL FUND

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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
301361/00	BLICK ART MATERIALS							
PO-001127	12/15/2023	2072584 EHS	1	01-0000-0-4300-1605-1000-001-00000	NN F	155.98	155.97	
		TOTAL PAYMENT AMOUNT					155.97 *	155.97
302043/00	BRIANNA MOYLES							
PO-003507	01/22/2024	SVO	1	01-0000-0-5930-0000-7200-004-00000	NN F	17.80	17.80	
		TOTAL PAYMENT AMOUNT					17.80 *	17.80
301620/00	BUSWEST							
PO-006020	01/03/2023	XA410044569:01	1	01-0000-0-4300-0000-3600-006-20008	NN P	74.67	74.67	
PO-006020	01/08/2024	XA410047662:01	1	01-0000-0-4300-0000-3600-006-20008	NN P	803.49	803.49	
		TOTAL PAYMENT AMOUNT					878.16 *	878.16
302368/00	CALLAHAN RUSTICS							
PO-010043	01/07/2024	EES	1	01-0000-0-4300-0000-2700-010-00000	NN F	160.87	160.87	
		TOTAL PAYMENT AMOUNT					160.87 *	160.87
301324/00	CAROLINA BIOLOGICAL SUPPLY CO							
PO-010022	12/29/2023	52398916RI EES	1	01-0000-0-4300-1150-1000-010-01012	NN F	118.70	118.70	
		TOTAL PAYMENT AMOUNT					118.70 *	118.70
040880/00	CROSS PETROLEUM							
PO-006022	12/18/2023	0373307	1	01-0000-0-4341-0000-3600-006-20008	NN P	593.57	593.57	
PO-006022	01/08/2024	0372559	1	01-0000-0-4341-0000-3600-006-20008	NN P	676.81	676.81	
PO-006022	01/15/2024	0401522	1	01-0000-0-4341-0000-3600-006-20008	NN P	742.08	742.08	
PO-006022	12/18/2023	0373306	2	01-0000-0-4342-0000-3600-006-20008	NN P	1,038.62	1,038.62	
PO-006022	12/26/2023	0373247	2	01-0000-0-4342-0000-3600-006-20008	NN P	990.36	990.36	
		TOTAL PAYMENT AMOUNT					4,041.44 *	4,041.44
300522/00	DECKER EQUIPMENT/SCHOOL FIX							
PO-004557	12/12/2023	560880A EES	1	01-0000-0-4300-0000-8100-010-30011	NN F	790.84	796.13	
		TOTAL PAYMENT AMOUNT					796.13 *	796.13

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net	Amount
061060/00	FORT JONES ACE HARDWARE							
PO-004508	01/09/2024	7547 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	38.59		38.59
PO-004508	01/05/2024	7504 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	23.14		23.14
PO-004508	01/08/2024	7530 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	9.47		9.47
PO-004508	01/04/2024	7493 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	7.70		7.70
PO-004508	01/04/2024	7492 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	24.47		24.47
PO-004508	12/29/2023	7451 SVJH	10	01-0000-0-4300-0000-8100-002-30011	NN P	11.72		11.72
PO-004508	12/21/2023	7385 FJE	6	01-0000-0-4300-0000-8100-020-30011	NN P	82.55		82.55
PO-004508	12/13/2023	7298 FJE	6	01-0000-0-4300-0000-8100-020-30011	NN P	23.65		23.65
TOTAL PAYMENT AMOUNT						221.29 *		221.29
061100/00	FORT JONES LUMBER YARD							
PO-004505	12/20/2023	298774 SVJH	1	01-0000-0-4300-0000-8100-002-30011	NN P	4.03		4.03
PO-004505	01/04/2024	299659 SVJH	1	01-0000-0-4300-0000-8100-002-30011	NN P	4.94		4.94
PO-004505	01/03/2024	299592 SVJH	1	01-0000-0-4300-0000-8100-002-30011	NN P	313.66		313.66
PO-004505	01/08/2024	299943 SVJH	1	01-0000-0-4300-0000-8100-002-30011	NN P	70.79		70.79
PO-004505	01/05/2024	299752 SVJH	1	01-0000-0-4300-0000-8100-002-30011	NN P	18.33		18.33
PO-004505	12/19/2023	298642 EES	4	01-0000-0-4300-0000-8100-010-30011	NN P	11.12		11.12
PO-004558	12/21/2023	298833 EES	1	01-8150-0-4400-0000-8100-010-00000	NN F	758.21		758.21
TOTAL PAYMENT AMOUNT						1,181.08 *		1,181.08
302022/00	GENEVIEVE MARKUSSEN							
PO-004089	01/17/2024	SVJH GRADUATION TVI SASHES	1	01-4510-0-4300-1280-1000-002-00000	NN F	715.00		715.00
TOTAL PAYMENT AMOUNT						715.00 *		715.00
067170/00	GOLD NUGGET PRINTING							
PO-004013	11/22/2023	50558 DO	1	01-0000-0-4300-0000-7200-004-00000	NN P	684.96		684.96
PO-004013	11/22/2023	50559 DO	1	01-0000-0-4300-0000-7200-004-00000	NN P	418.77		418.77
TOTAL PAYMENT AMOUNT						1,103.73 *		1,103.73
302399/00	JEFFERSON PEST CONTROL							
PO-004542	01/09/2024	22042 FJE	2	01-0000-0-5800-0000-8100-020-00000	NN P	45.00		45.00
TOTAL PAYMENT AMOUNT						45.00 *		45.00

040 SCOTT VALLEY UNIFIED
BATCH 106

J22157

ACCOUNTS PAYABLE PRELIST
BATCH: 0106 BATCH 106
FUND : 01 GENERAL FUND

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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	
301859/00	KRM SERVICES							
PO-004055	01/02/2024	4494 TRANSP	1 01-0000-0-5800-0000-3600-006-20008 NY P			85.00	85.00	
PO-004055	01/05/2024	4670 TRANSP	1 01-0000-0-5800-0000-3600-006-20008 NY P			595.00	595.00	
PO-004055	01/05/2024	4670 MEMBERSHIP	2 01-0000-0-5300-0000-3600-006-20008 NN F			500.00	170.00	
		TOTAL PAYMENT AMOUNT		850.00 *			850.00	
201030/00	MEAN GENE'S GAS							
PO-004037	12/15/2023	167342 EHS	1 01-0000-0-5510-0000-8100-001-00000 NN P			2,075.73	2,075.73	
		TOTAL PAYMENT AMOUNT		2,075.73 *			2,075.73	
111076/00	MT SHASTA SPRING WATER							
PO-004012	12/20/2023	317551 DO	1 01-0000-0-4300-0000-7200-004-00000 NN P			55.64	55.64	
		TOTAL PAYMENT AMOUNT		55.64 *			55.64	
117570/00	NORCO INC							
PO-001037	12/05/2023	39362494 EHS AG	2 01-7010-0-4400-3802-1000-001-00000 NN F			1,434.39	1,434.39	
		TOTAL PAYMENT AMOUNT		1,434.39 *			1,434.39	
119783/00	ODP BUSINESS SOLUTIONS INC							
PO-001133	12/21/2023	347047366001 EHS	1 01-0000-0-4300-1500-1000-001-00000 NN F			57.14	57.14	
PO-004011	12/20/2023	347795710001 DO	1 01-0000-0-4300-0000-7200-004-00000 NN P			58.28	58.28	
PO-004011	12/20/2023	347794643001 DO	1 01-0000-0-4300-0000-7200-004-00000 NN P			9.64	9.64	
PO-004011	12/19/2023	346134547001 DO	1 01-0000-0-4300-0000-7200-004-00000 NN P			43.95	43.95	
PO-006002	12/20/2023	346353782001 TRANSP	1 01-0000-0-4300-0000-3600-006-20008 NN P			101.19	101.19	
PO-006002	12/20/2023	346354711001 TRANSP	1 01-0000-0-4300-0000-3600-006-20008 NN P			18.22	18.22	
PO-006002	12/21/2023	346354713001 TRANSP	1 01-0000-0-4300-0000-3600-006-20008 NN P			36.44	36.44	
PO-020052	12/07/2023	345236993001 FJE	1 01-0000-0-4300-1150-1000-020-00000 NN P			346.77	346.77	
PO-020052	12/07/2023	345271445001 FJE	1 01-0000-0-4300-1150-1000-020-00000 NN F			17.67	17.67	
		TOTAL PAYMENT AMOUNT		689.30 *			689.30	
301414/00	PROJECT A INC							
PO-004034	01/01/2024	24-116 WEBSITE HOSTING	1 01-0000-0-5800-0000-7200-004-00000 NN F			900.00	900.00	
		TOTAL PAYMENT AMOUNT		900.00 *			900.00	

040 SCOTT VALLEY UNIFIED
 BATCH 106

J22157

ACCOUNTS PAYABLE PRELIST
 BATCH: 0106 BATCH 106
 FUND : 01 GENERAL FUND

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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

300240/00	ROBERTSON & ASSOCIATES CPAs							
PO-004088	01/12/2024	8855 DO	1 01-0000-0-5800-0000-7200-004-00000 NN F			1,700.00		1,700.00
TOTAL PAYMENT AMOUNT								1,700.00 *
142401/00	SCHOOL SERVICES OF CA							
PO-004083	12/20/2023	W133552 DO	1 01-0000-0-5200-0000-7200-004-00000 NN F			315.00		315.00
TOTAL PAYMENT AMOUNT								315.00 *
143300/00	SCOTT VALLEY AUTO PARTS							
PO-006012	01/10/2024	381165 TRANSP	1 01-0000-0-4300-0000-3600-006-20008 NN P			20.46		20.46
PO-006012	12/28/2023	380684 TRANSP	1 01-0000-0-4300-0000-3600-006-20008 NN P			83.09		83.09
TOTAL PAYMENT AMOUNT								103.55 *
301282/00	SISKIYOU COUNTY COMMUNITY							
PO-004027	01/08/2024	100534 FJE	4 01-0000-0-5800-0000-8100-020-00000 NN F			604.00		649.00
TOTAL PAYMENT AMOUNT								649.00 *
149460/00	SISKIYOU COUNTY OFFICE OF EDU							
PO-004005	01/04/2024	240364 FINGERPRINTING	1 01-0000-0-5800-0000-7200-004-00000 NN P			216.00		216.00
PO-004005	12/19/2023	240349 EHS	16 01-5850-0-5200-1500-1000-001-00000 NN F			100.00		100.00
PO-004005	12/19/2023	240349 SVJH	17 01-5850-0-5200-1280-1000-002-00000 NN F			100.00		100.00
PO-004005	12/19/2023	240343 EES ART	18 01-6762-0-5800-1150-1000-010-00000 NN P			3,750.00		3,750.00
PO-004005	12/19/2023	240343 FJE ART	19 01-6762-0-5800-1150-1000-020-00000 NN P			3,750.00		3,750.00
TOTAL PAYMENT AMOUNT								7,916.00 *
301761/00	SISKIYOU COUNTY PROBATION DEPT							
PO-004067	01/02/2024	SV2324-02	1 01-0000-0-5800-0000-7200-004-00000 NN P			2,248.75		2,248.75
TOTAL PAYMENT AMOUNT								2,248.75 *
150080/00	SISKIYOU TELEPHONE CO							
PO-004002	01/25/2024	4 DO OFFICE SPACE	1 01-0000-0-5600-0000-8700-004-00000 NN P			820.00		820.00
PV-240075	01/17/2024	SERVICES	01-0000-0-5900-0000-7200-004-00000 NN					670.40
PV-240075	01/17/2024	SERVICES	01-0000-0-5900-0000-2700-001-00000 NN					200.75
PV-240075	01/17/2024	SERVICES	01-0000-0-5900-0000-2700-002-00000 NN					203.43

040 SCOTT VALLEY UNIFIED
 BATCH 106

J22157

ACCOUNTS PAYABLE PRELIST
 BATCH: 0106 BATCH 106
 FUND : 01 GENERAL FUND

APY500 L.00.22 01/22/24 14:54 PAGE 6
 << Open >>

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

150080	(CONTINUED)							
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-2700-010-00000 NN		100.63	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-2700-020-00000 NN		111.20	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-3600-006-00000 NN		179.14	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-7200-004-00000 NN		934.66	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-3200-2700-003-00000 NN		153.63	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-7200-004-00000 NN		152.15	
PV-240075	01/17/2024	SERVICES			01-0000-0-5900-0000-2700-009-00000 NN		152.92	
TOTAL PAYMENT AMOUNT						3,678.91 *	3,678.91	
301868/00	SMARTSIGN LLC							
PO-005002	01/01/2024	TIG-24-2442 IT			1 01-9621-0-5800-0000-7200-004-00000 NN F	230.00	230.00	
TOTAL PAYMENT AMOUNT						230.00 *	230.00	
301869/00	SMARTTRASH							
PO-004515	01/01/2024	016050			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-002044	12/07/2023	220000129894 SVJH			1 01-0000-0-4300-1300-4200-002-00000 NN F	188.70	188.70	
TOTAL PAYMENT AMOUNT						188.70 *	188.70	
159310/00	SUBURBAN PROPANE							
PO-004003	01/02/2024	206945 SVJH			2 01-0000-0-5515-0000-8100-002-00000 NN P	3,794.69	3,794.69	
PO-004003	12/14/2023	277950 SVJH			6 01-0000-0-5600-0000-8100-002-00000 NN F	3.00	3.00	
TOTAL PAYMENT AMOUNT						3,797.69 *	3,797.69	
300331/00	SWEETWATER							
PO-004560	12/22/2023	39319139 SVJH			1 01-0000-0-4300-0000-8100-002-30011 NN F	403.72	403.72	
TOTAL PAYMENT AMOUNT						403.72 *	403.72	

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

302295/00	VIVI COMMUNICATIONS LLC							
PO-005088	12/20/2023	11358 EHS	1	01-0000-0-5800-1700-4200-001-00000	NN F		159.00	159.00
TOTAL PAYMENT AMOUNT								159.00 *
301677/00	WALTER E NELSON CO							
PO-004506	01/09/2024	162333 EHS	1	01-0000-0-4300-0000-8100-001-30011	NN P		689.77	689.77
PO-004506	01/09/2024	162326 SVJH	2	01-0000-0-4300-0000-8100-002-30011	NN P		292.08	292.08
PO-004506	12/18/2023	161897 SVJH	2	01-0000-0-4300-0000-8100-002-30011	NN F		152.20	225.88
PO-004506	12/12/2023	161746 EES	3	01-0000-0-4300-0000-8100-010-30011	NN P		590.06	590.06
PO-004506	01/09/2024	162342 EES	3	01-0000-0-4300-0000-8100-010-30011	NN P		189.49	189.49
PO-004506	12/18/2023	161889 EES	3	01-0000-0-4300-0000-8100-010-30011	NN P		238.01	238.01
PO-004506	12/18/2023	161894 EES	3	01-0000-0-4300-0000-8100-010-30011	NN P		51.48	51.48
PO-004506	12/18/2023	161896 EES	3	01-0000-0-4300-0000-8100-010-30011	NN P		301.16	301.16
PO-004506	12/18/2023	161847 FJE	4	01-0000-0-4300-0000-8100-020-30011	NN P		107.44	107.44
TOTAL PAYMENT AMOUNT								2,685.37 *
TOTAL FUND PAYMENT				42,996.14 **				42,996.14
TOTAL BATCH PAYMENT				42,996.14 ***		0.00		42,996.14
TOTAL DISTRICT PAYMENT				42,996.14 ****		0.00		42,996.14
TOTAL FOR ALL DISTRICTS:				42,996.14 ****		0.00		42,996.14
Number of checks to be printed: 38, not counting voids due to stub overflows.								42,996.14

- Special -

Batch # 107

**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	6,150. ⁰⁰	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	6,150. ⁰⁰	

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

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

District Superintendent/Administrator: msmugh Date: 1/19/24

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 SCOTT VALLEY UNIFIED
SPECIAL BATCH 107

J21893

ACCOUNTS PAYABLE PRELIST
BATCH: 0107 SPECIAL BATCH 107
FUND : 01 GENERAL FUND

APY500 L.00.22 01/19/24 10:40 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount		
302022/00	GENEVIEVE MARKUSSEN							
PO-004087	01/05/2024	EHS TITLE VI GRAD SASHES	2	01-4510-0-4300-1500-1000-001-00000	NN F	650.00		650.00
		TOTAL PAYMENT AMOUNT				650.00 *		650.00
302412/00	LAYTON TREE REMOVAL INC							
PO-004564	01/17/2024	153 EHS TREE REMOVAL	1	01-8150-0-5800-0000-8100-001-00000	NN F	5,500.00		5,500.00
		TOTAL PAYMENT AMOUNT				5,500.00 *		5,500.00
		TOTAL FUND PAYMENT				6,150.00 **		6,150.00
		TOTAL BATCH PAYMENT				6,150.00 ***	0.00	6,150.00
		TOTAL DISTRICT PAYMENT				6,150.00 ****	0.00	6,150.00
		TOTAL FOR ALL DISTRICTS:				6,150.00 ****	0.00	6,150.00
		Number of checks to be printed:	2,					not counting voids due to stub overflows.
								6,150.00

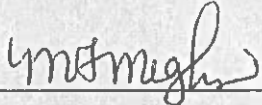
**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	26,917.23	
11	Adult Education Fund	602.54	
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	27,519.77	

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: 1/23/24

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 SCOTT VALLEY UNIFIED
 BATCH 108

J22320

ACCOUNTS PAYABLE PRELIST
 BATCH: 0108 BATCH 108
 FUND : 01 GENERAL FUND

APY500 L.00.22 01/23/24 15:11 PAGE 1
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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	
301253/00	ARAMARK UNIFORM SERVICE							
PO-006019	01/17/2024	5066489084 TRANSP	1 01-0000-0-5500-0000-8100-006-20008 NN P			64.04	64.04	
			TOTAL PAYMENT AMOUNT			64.04 *	64.04	
302411/00	CORNING FFA							
PO-001140	01/10/2024	00000001 ETNA HIGH	1 01-7010-0-5200-3802-1000-001-00000 NN F			525.00	525.00	
			TOTAL PAYMENT AMOUNT			525.00 *	525.00	
302039/00	EWELL EDUCATIONAL SERVICES INC							
PO-001141	01/19/2024	76-17863 EHS	1 01-7010-0-5200-3802-1000-001-00000 NN F			368.00	368.00	
			TOTAL PAYMENT AMOUNT			368.00 *	368.00	
200106/00	HUE & CRY SECURITY SYSTEMS							
PO-004009	02/01/2024	841254 EES	1 01-0000-0-5500-0000-8100-010-00000 NN P			190.00	190.00	
			TOTAL PAYMENT AMOUNT			190.00 *	190.00	
302035/00	IMAGINE LEARNING LLC							
PO-005084	11/07/2023	970993 EHS	1 01-3214-0-5800-1150-1000-001-10005 NN F			3,250.00	3,250.00	
			TOTAL PAYMENT AMOUNT			3,250.00 *	3,250.00	
300572/00	JACOB HARGETT							
PO-001138	01/23/2024	EHS AG	1 01-7010-0-4300-3802-1000-001-00000 NN F			786.14	786.14	
PO-001138	01/23/2024	EHS AG	2 01-7010-0-5200-3802-1000-001-00000 NN F			510.96	510.96	
			TOTAL PAYMENT AMOUNT			1,297.10 *	1,297.10	
300052/00	JED MERRIHEW							
PO-002009	01/23/2024	SVJH	1 01-0000-0-4300-1647-1000-002-00206 NN P			16.00	16.00	
			TOTAL PAYMENT AMOUNT			16.00 *	16.00	

040 SCOTT VALLEY UNIFIED
 BATCH 108

J22320

ACCOUNTS PAYABLE PRELIST
 BATCH: 0108 BATCH 108
 FUND : 01 GENERAL FUND

APY500 L.00.22 01/23/24 15:11 PAGE 2
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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

301058/00	JOSTENS							
PO-002058	05/30/2023	31593718 SVJH	1	01-0000-0-4300-0000-2700-002-00000	NN P	374.63		374.63
PO-002058	06/05/2023	31612006 SVJH	1	01-0000-0-4300-0000-2700-002-00000	NN P	343.45		343.45
TOTAL PAYMENT AMOUNT						718.08 *		718.08
300730/00	LOZANO SMITH LLP							
PO-004006	01/11/2024	1687	1	01-0000-0-5801-0000-7100-004-00000	NY P	1,703.00		1,703.00
TOTAL PAYMENT AMOUNT						1,703.00 *		1,703.00
143360/00	SCOTT VALLEY DISPOSAL INC							
PO-004004	01/15/2024	271	1	01-0000-0-5550-0000-8100-001-00000	NN P	450.00		450.00
TOTAL PAYMENT AMOUNT						450.00 *		450.00
301632/00	SEQUOIA FLORAL INTERNATIONAL							
PO-001142	12/19/2023	115501A EHS	1	01-7010-0-4300-3802-1000-001-00000	NN F	985.56		985.56
TOTAL PAYMENT AMOUNT						985.56 *		985.56
301869/00	SMARTTRASH							
PO-004515	10/01/2023	014502	1	01-0000-0-5800-0000-8100-001-30011	NN P	80.00		80.00
TOTAL PAYMENT AMOUNT						80.00 *		80.00
159310/00	SUBURBAN PROPANE							
PO-004003	01/09/2024	244543 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN P	2,353.93		2,353.93
PO-004003	01/08/2024	244555 TRANSP	3	01-0000-0-5515-0000-8100-006-00000	NN P	1,056.65		1,056.65
PO-004003	01/08/2024	244552 EES	4	01-0000-0-5515-0000-8100-010-00000	NN P	2,772.20		2,772.20
TOTAL PAYMENT AMOUNT						6,182.78 *		6,182.78
182731/00	XEROX FINANCIAL SERVICES/							
PO-004074	01/22/2024	5335585 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	325.09		325.09
PO-004075	01/22/2024	5335581 EHS	1	01-0000-0-5600-1500-1000-001-00000	NN P	1,969.73		1,969.73
PO-004075	01/22/2024	5335581 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN P	844.16		844.16
PO-004077	01/22/2024	5335580 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN P	1,179.83		1,179.83
PO-004077	01/22/2024	5335580 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN P	505.63		505.63
PO-004080	01/22/2024	5335582 EES	1	01-0000-0-5600-1150-1000-010-00000	NN P	2,487.46		2,487.46

040 SCOTT VALLEY UNIFIED
BATCH 108

J22320

ACCOUNTS PAYABLE PRELIST
BATCH: 0108 BATCH 108
FUND : 01 GENERAL FUND

APY500 L.00.22 01/23/24 15:11 PAGE 3
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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		

182731	(CONTINUED)									
PO-004080	01/22/2024	5335582 EES	2	01-0000-0-5600-0000-2700-010-00000	NN	P	1,066.05	1,066.05		
PO-004081	01/22/2024	5335583 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN	P	1,819.81	1,819.81		
PO-004081	01/22/2024	5335583 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN	P	779.91	779.91		
TOTAL PAYMENT AMOUNT				10,977.67 *					10,977.67	
300986/00	YREKA IMMEDIATE CARE									
PO-004044	01/23/2024	HEALTH SERVICES	1	01-0000-0-5800-0000-7200-004-00000	N6	P	110.00	110.00		
TOTAL PAYMENT AMOUNT				110.00 *					110.00	
TOTAL FUND PAYMENT				26,917.23 **					26,917.23	

040 SCOTT VALLEY UNIFIED
 BATCH 108

J22320

ACCOUNTS PAYABLE PRELIST
 BATCH: 0108 BATCH 108
 FUND : 11 ADULT EDUCATION

APY500 L.00.22 01/23/24 15:11 PAGE 4
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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	
182731/00	XEROX FINANCIAL SERVICES/								
PO-004079	01/22/2024	5335584 ADULT ED	3	11-6391-0-5600-4110-1000-008-00000	NN P		421.78	421.78	
PO-004079	01/22/2024	5335584 ADULT ED	4	11-6391-0-5600-4110-2700-008-00000	NN P		180.76	180.76	
TOTAL PAYMENT AMOUNT							602.54 *	602.54	
TOTAL FUND PAYMENT							602.54 **	602.54	
TOTAL BATCH PAYMENT							27,519.77 ***	0.00	27,519.77
TOTAL DISTRICT PAYMENT							27,519.77 ****	0.00	27,519.77
TOTAL FOR ALL DISTRICTS:							27,519.77 ****	0.00	27,519.77
Number of checks to be printed: 16, not counting voids due to stub overflows.									27,519.77

**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	7,598.75	
11	Adult Education Fund	201.47	
12	Child Development Fund		
13	Cafeteria Fund	19,966.84	
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	27,767. ⁰⁶	

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: mmighi Date: 1/25/24

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 SCOTT VALLEY UNIFIED
 BATCH 109

J22559

ACCOUNTS PAYABLE PRELIST
 BATCH: 0109 CAFETERIA BATCH 109
 FUND : 01 GENERAL FUND

APY500 L.00.22 01/25/24 10:44 PAGE 1
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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	
301515/00	ISBELL PARTY RENTALS							
PO-004047	08/23/2023	1160	1	01-0000-0-5600-0000-7200-004-00000	NN F	800.00	447.90	
TOTAL PAYMENT AMOUNT						447.90 *	447.90	
300071/00	RAY'S FOOD PLACE ETNA							
PO-003003	01/12/2024	1791579 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN F	76.14	131.75	
TOTAL PAYMENT AMOUNT						131.75 *	131.75	
300063/00	RAY'S FOOD PLACE FORT JONES							
PO-004008	01/03/2024	1800253 SVJH	2	01-0000-0-4300-0000-8100-002-00000	NN P	15.98	15.98	
TOTAL PAYMENT AMOUNT						15.98 *	15.98	
300745/00	SCOTT BENNETT							
PO-001143	01/25/2024	EHS BASKETBALL REIMB	1	01-9624-0-4300-1500-1000-001-00000	NN F	157.29	157.29	
PO-001144	01/25/2024	EHS BASKETBALL REIMB	1	01-9624-0-4300-1500-1000-001-00000	NN F	207.44	207.44	
PO-001145	01/25/2024	EHS BASKETBALL REIMB	1	01-9624-0-4300-1500-1000-001-00000	NN F	161.99	161.99	
PO-001146	01/25/2024	EHS BASKETBALL REIMB	1	01-9624-0-4300-1500-1000-001-00000	NN F	661.84	661.84	
TOTAL PAYMENT AMOUNT						1,188.56 *	1,188.56	
159310/00	SUBURBAN PROPANE							
PO-004003	11/06/2023	206486 EES	4	01-0000-0-5515-0000-8100-010-00000	NN P	2,017.50	2,017.50	
PO-004003	11/27/2023	206658 EES	4	01-0000-0-5515-0000-8100-010-00000	NN P	3,717.14	3,717.14	
TOTAL PAYMENT AMOUNT						5,734.64 *	5,734.64	
302407/00	TAMI KELLEMS							
PO-003010	01/25/2024	EHS REIMB	1	01-0000-0-4300-3200-1000-003-00000	NN F	79.92	79.92	
TOTAL PAYMENT AMOUNT						79.92 *	79.92	
TOTAL FUND PAYMENT						7,598.75 **	7,598.75	

040 SCOTT VALLEY UNIFIED
BATCH 109

J22559

ACCOUNTS PAYABLE PRELIST
BATCH: 0109 CAFETERIA BATCH 109
FUND : 11 ADULT EDUCATION

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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	12/19/2023	1791568 ADULT ED	1	11-6391-0-4300-4110-1000-008-00000	NN F	164.03	181.03	
PO-003215	12/21/2023	1791572 ADULT ED	2	11-6391-0-4300-4110-1000-008-00000	NN P	20.44	20.44	
TOTAL PAYMENT AMOUNT					201.47 *		201.47	
TOTAL FUND PAYMENT					201.47 **		201.47	

040 SCOTT VALLEY UNIFIED
 BATCH 109

J22559

ACCOUNTS PAYABLE PRELIST
 BATCH: 0109 CAFETERIA BATCH 109
 FUND : 13 CAFETERIA

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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	01/05/2024	319534 EHS	4 13-5310-0-4300-0000-3700-001-00000 NN P			56.44	56.44	
PO-008014	01/05/2024	319534 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			1,678.56	1,678.56	
PO-008014	01/19/2024	320431 FJE/SVJH	6 13-5310-0-4300-0000-3700-020-00000 NN P			8.54	8.54	
PO-008014	01/19/2024	320431 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000 NN P			1,530.49	1,530.49	
PO-008014	12/22/2023	319061 FJE/SVJH	6 13-5310-0-4300-0000-3700-020-00000 NN P			6.12	6.12	
PO-008014	12/22/2023	319061 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000 NN P			1,837.99	1,837.99	
				TOTAL PAYMENT AMOUNT		5,118.14 *	5,118.14	
200455/00	FRANZ FAMILY BAKERIES							
PO-008000	01/15/2024	140380009997 FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000 NN P			87.80	87.80	
PO-008000	12/18/2023	140380009772 FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000 NN P			87.80	87.80	
PO-008000	01/10/2024	140380009960 FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000 NN P			174.75	174.75	
PO-008000	01/22/2024	140380010050 FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000 NN P			226.25	226.25	
				TOTAL PAYMENT AMOUNT		576.60 *	576.60	
300071/00	RAY'S FOOD PLACE ETNA							
PO-008004	12/20/2023	1791569 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			19.78	19.78	
PO-008004	12/14/2023	1791558 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			21.94	21.94	
PO-008004	12/18/2023	1791566 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			20.93	20.93	
PO-008004	12/21/2023	1791571 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			46.86	46.86	
PO-008004	12/19/2023	1791567 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			9.89	9.89	
PO-008004	01/10/2024	1791577 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			16.46	16.46	
PO-008004	01/08/2024	1791576 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			22.11	22.11	
PO-008004	01/11/2024	1791578 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			13.63	13.63	
PO-008004	01/19/2024	1791584 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			21.56	21.56	
PO-008004	01/18/2024	1791583 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			25.50	25.50	
PO-008004	01/16/2024	1791581 EHS	1 13-5310-0-4700-0000-3700-001-00000 NN P			11.57	11.57	
PO-008004	12/14/2023	1791563 EES	2 13-5310-0-4700-0000-3700-010-00000 NN P			8.99	8.99	
PO-008004	01/17/2024	1791582 EES	2 13-5310-0-4700-0000-3700-010-00000 NN P			30.96	30.96	
				TOTAL PAYMENT AMOUNT		270.18 *	270.18	
300063/00	RAY'S FOOD PLACE FORT JONES							
PO-008005	01/16/2024	1800367 FJE/SVJH	2 13-5310-0-4300-0000-3700-020-00000 NN P			7.82	7.82	
PO-008005	01/16/2024	1800367 FJE/SVJH	1 13-5310-0-4700-0000-3700-020-00000 NN P			22.33	22.33	
PO-008005	01/18/2024	1800306 FJE/SVJH	1 13-5310-0-4700-0000-3700-020-00000 NN P			23.31	23.31	
				TOTAL PAYMENT AMOUNT		53.46 *	53.46	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount		
149643/00	SISKIYOU DISTRIBUTING CO							
PO-008002	12/14/2023	436229A EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	67.33	67.33		
PO-008002	01/08/2024	436677A EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	190.00	190.00		
PO-008002	01/22/2024	437102B EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	193.77	193.77		
PO-008002	01/11/2024	437102B EHS	4 13-5310-0-4300-0000-3700-001-00000	NN P	38.91	38.91		
PO-008002	01/15/2024	437271 EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	118.00	118.00		
PO-008002	01/22/2024	437484 EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	118.00	118.00		
PO-008002	12/14/2023	436379A EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	337.17	337.17		
PO-008002	12/18/2023	436518 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	248.44	248.44		
PO-008002	01/04/2024	436683 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	341.09	341.09		
PO-008002	01/11/2024	437218 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	315.18	315.18		
PO-008002	01/11/2024	437189A EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	425.71	425.71		
PO-008002	01/15/2024	437300B EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	192.47	192.47		
PO-008002	01/18/2024	437418B EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	282.94	282.94		
PO-008002	12/15/2023	436485 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	262.83	262.83		
PO-008002	12/18/2023	436528 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	226.00	226.00		
PO-008002	12/18/2023	436527 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	336.69	336.69		
PO-008002	01/08/2024	436771 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	190.00	190.00		
PO-008002	01/08/2024	436770A FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	513.14	513.14		
PO-008002	01/11/2024	437192 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	190.00	190.00		
PO-008002	01/11/2024	437191 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	467.32	467.32		
PO-008002	01/18/2024	437410 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	82.00	82.00		
PO-008002	01/18/2024	437409 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	446.98	446.98		
PO-008002	01/22/2024	437479A EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	215.89	215.89		
TOTAL PAYMENT AMOUNT					5,799.86 *			5,799.86

201090/00 SYSCO

PO-008009	12/18/2023	431784168 EHS	7 13-5310-0-4300-0000-3700-001-00000	NN P	40.65	40.65		
PO-008009	12/18/2023	431784168 EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	995.52	995.52		
PO-008009	01/08/2024	431822887 EHS	7 13-5310-0-4300-0000-3700-001-00000	NN P	241.43	241.43		
PO-008009	01/08/2024	431822887 EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P	551.84	551.84		
PO-008009	12/18/2023	431784169 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	782.22	782.22		
PO-008009	12/26/2023	431796208 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	107.64	107.64		
PO-008009	12/19/2023	431784987 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	107.64	107.64		
PO-008009	01/08/2024	431822888 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	446.29	446.29		
PO-008009	01/08/2024	431822888 EES	5 13-5310-0-4300-0000-3700-010-00000	NN P	215.58	215.58		
PO-008009	01/18/2024	431840348 EES	5 13-5310-0-4300-0000-3700-010-00000	NN P	79.60	79.60		
PO-008009	01/18/2024	431840348 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	922.24	922.24		
PO-008009	12/18/2023	431784167 FJE/SVJH	8 13-5310-0-4300-0000-3700-020-00000	NN P	268.70	268.70		
PO-008009	12/18/2023	431784167 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	1,376.87	1,376.87		
PO-008009	01/08/2024	431822886 FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P	1,107.83	1,107.83		
PO-008009	01/08/2024	431822886 FJE/SVJH	8 13-5310-0-4300-0000-3700-020-00000	NN P	166.61	166.61		
PO-008009	01/22/2024	431847281 EES	2 13-5310-0-4700-0000-3700-010-00000	NN P	479.21	479.21		
PO-008009	01/22/2024	431847281 EES	5 13-5310-0-4300-0000-3700-010-00000	NN P	258.73	258.73		

040 SCOTT VALLEY UNIFIED
 BATCH 109

J22559

ACCOUNTS PAYABLE PRELIST
 BATCH: 0109 CAFETERIA BATCH 109
 FUND : 13 CAFETERIA

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num FD RESC Y OBJT GOAL	Account num FUNC SCH LOCAL T9MPS	EE ES Liq Amt	E-Term Net	E-ExtRef Amount
TOTAL PAYMENT AMOUNT					8,148.60	*			8,148.60
TOTAL FUND PAYMENT					19,966.84	**			19,966.84
TOTAL BATCH PAYMENT					27,767.06	***	0.00		27,767.06
TOTAL DISTRICT PAYMENT					27,767.06	****	0.00		27,767.06
TOTAL FOR ALL DISTRICTS:					27,767.06	****	0.00		27,767.06
Number of checks to be printed: 13, not counting voids due to stub overflows.									27,767.06

**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	9,222.93	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	9,222.93	

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

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

District Superintendent/Administrator: *W. M. Mough* Date: 1/26/24

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*

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-001123	12/11/2023	1TFXXDV1RD9K EHS	1 01-0000-0-4300-1647-1000-001-00000	NN F		20.37	20.37	
PO-001136	01/12/2024	1DFC4CX7XPNK EHS	1 01-0000-0-4300-1619-1000-001-00000	NN F		37.62	37.62	
PO-001147	01/24/2024	1LFDHP717VQ3 EHS	1 01-7010-0-4300-3802-1000-001-00000	NN F		173.60	173.60	
PO-002033	01/08/2024	1HRY9T7W1TG6 SVJH	1 01-0000-0-4300-1647-1000-002-00207	NN P		91.12	91.12	
PO-002033	01/12/2024	1GMK9Y6WTC3J SVJH	1 01-0000-0-4300-1647-1000-002-00207	NN P		63.97	63.97	
PO-002033	01/12/2024	1G3FCK7VTN6L SVJH	1 01-0000-0-4300-1647-1000-002-00207	NN P		25.50	25.50	
PO-002052	01/08/2024	17R1LP7JXYCG SVJH	1 01-0000-0-4300-1619-1000-002-00208	NN F		75.76	75.13	
PO-002057	01/23/2024	1G3TKLQK14TK SVJH	1 01-0000-0-4300-1280-1000-002-00000	NN F		414.82	414.82	
PO-002057	01/19/2024	1G3TKLQK14TK SVJH	2 01-0000-0-4300-1300-4200-002-00000	NN F		233.44	233.44	
PO-003011	01/24/2024	1PHK3YPPCT99 SRHS	1 01-0000-0-4300-3200-1000-003-00000	NN P		30.50	30.50	
PO-003508	01/25/2024	19YCX7JHCKH SVO	1 01-0000-0-4300-0000-2700-009-00000	NN F		380.57	380.57	
PO-004033	01/11/2024	19LK4K7PR3X3 DO	1 01-0000-0-4300-0000-7200-004-00000	NN P		77.97	77.97	
PO-004033	12/26/2023	1G4PYLFPNF9L DO	1 01-0000-0-4300-0000-7200-004-00000	NN P		43.95	43.95	
PO-004559	12/20/2023	191K6XWF3DD SVJH	1 01-0000-0-4300-0000-8100-002-30011	NN F		58.76	67.63	
PO-004563	01/18/2024	19PHWY43WVRV EHS	1 01-0000-0-4300-0000-8100-001-30011	NN F		45.03	45.03	
PO-004566	01/25/2024	1GDWX67TKV7V EES	1 01-0000-0-4300-0000-8100-010-30011	NN F		57.72	57.72	
PO-005085	12/22/2023	1VVRKPV99F64 DO	1 01-9624-0-4400-0000-7200-004-00000	NN P		158.72	158.72	
PO-005091	01/14/2024	1P333FL94HF9 IT	1 01-9621-0-4300-0000-2460-004-00000	NN F		51.88	51.88	
PO-006011	12/01/2023	1H3P11QWGM7V TRANSP	1 01-0000-0-4300-0000-3600-006-20008	NN M		0.00	-7.50	
PO-006011	01/08/2024	17R1LP7J4QW3 TRANSP	1 01-0000-0-4300-0000-3600-006-20008	NN P		32.10	32.10	
PO-006011	01/23/2024	171YG69F41NT TRANSP	1 01-0000-0-4300-0000-3600-006-20008	NN P		47.39	47.39	
PO-006011	01/24/2024	176FTRTC7NH9 TRANSP	1 01-0000-0-4300-0000-3600-006-20008	NN P		39.62	39.62	
PO-010042	01/06/2024	146VMDLGFQ3G EES	1 01-0000-0-4300-1150-2420-010-00000	NN P		249.77	249.77	
PO-010042	01/02/2024	1JYDMQY46RQW EES	1 01-0000-0-4300-1150-2420-010-00000	NN P		26.22	26.22	
PO-010042	12/21/2023	1D3HJPKG4KLH EES	1 01-0000-0-4300-1150-2420-010-00000	NN F		282.85	290.16	
PO-010044	01/14/2024	161X3WVG6TRV EES	1 01-3213-0-4300-1150-3110-010-10004	NN F		34.24	34.24	
PO-010045	01/14/2024	1WG7DN1Y96JM EES	1 01-0000-0-4300-1150-1000-010-00000	NN F		87.31	87.31	
PO-010046	01/22/2024	1F3Y37FY31LL EES	1 01-3213-0-4300-1150-3110-010-10004	NN F		296.19	296.19	
PO-020055	01/14/2024	1WTHH3DX99WD FJE	1 01-0000-0-4300-1150-1000-020-00000	NN P		202.35	202.35	
PO-020055	01/18/2024	1M3N9H9R16C4 FJE	1 01-0000-0-4300-1150-1000-020-00000	NN P		468.56	468.56	
PO-020056	01/12/2024	17JN1X6HC4PR FJE	1 01-0000-0-4300-1150-1000-020-02000	NN F		138.96	138.96	
TOTAL PAYMENT AMOUNT						3,954.91 *	3,954.91	
123000/00	PACIFIC POWER							
PO-004000	01/26/2024	SVJH	2 01-0000-0-5520-0000-8100-002-00000	NN P		1,843.44	1,843.44	
PO-004000	01/26/2024	EES	5 01-0000-0-5520-0000-8100-010-00000	NN P		3,424.58	3,424.58	
TOTAL PAYMENT AMOUNT						5,268.02 *	5,268.02	
TOTAL FUND PAYMENT						9,222.93 **	9,222.93	
TOTAL BATCH PAYMENT						9,222.93 ***	0.00	9,222.93

040 SCOTT VALLEY UNIFIED
BATCH 110

J22737

ACCOUNTS PAYABLE PRELIST
BATCH: 0110 BATCH 110
FUND : 01 GENERAL FUND

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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 DISTRICT PAYMENT 9,222.93 ***** 0.00 9,222.93

TOTAL FOR ALL DISTRICTS: 9,222.93 ***** 0.00 9,222.93

Number of checks to be printed: 2, not counting voids due to stub overflows. 9,222.93

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 111

J22772

ACCOUNTS PAYABLE PRELIST
BATCH: 0111 SPECIAL BATCH 111
FUND : 13 CAFETERIA

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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			
300783/00	BNG FINISH PRODUCTS INC							
PO-004561	01/29/2024	EHS CAFETERIA	1 13-7028-0-5600-0000-8100-001-00000 NN P	10,000.00	10,000.00			
		TOTAL PAYMENT AMOUNT		10,000.00 *	10,000.00			
		TOTAL FUND PAYMENT		10,000.00 **	10,000.00			
		TOTAL BATCH PAYMENT		10,000.00 ***	0.00			10,000.00
		TOTAL DISTRICT PAYMENT		10,000.00 ****	0.00			10,000.00
		TOTAL FOR ALL DISTRICTS:		10,000.00 ****	0.00			10,000.00
Number of checks to be printed: 1, not counting voids due to stub overflows.								10,000.00

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 201

J22731

ACCOUNTS PAYABLE PRELIST
BATCH: 0201 SPECIAL BATCH 201
FUND : 01 GENERAL FUND

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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-240076	01/26/2024	828208		01-0000-0-9514-0000-0000-0000-0000	NN		92.78	
PV-240076	01/26/2024	828208		01-0000-0-9556-0000-0000-0000-0000	NN		976.20	
TOTAL PAYMENT AMOUNT						1,068.98 *	1,068.98	
030185/00	CALIFORNIA'S VALUED TRUST							
PV-240077	01/26/2024	1689		01-0000-0-9514-0000-0000-000-00000	NN		89,049.84	
TOTAL PAYMENT AMOUNT						89,049.84 *	89,049.84	
301766/00	HEALTH EQUITY							
PV-240078	01/26/2024	23250		01-0000-0-9514-0000-0000-000-00000	NN		4,531.66	
TOTAL PAYMENT AMOUNT						4,531.66 *	4,531.66	
301995/00	NBS RETIREMENT SERVICES							
PV-240079	01/26/2024	403 (B) TSA		01-0000-0-3902-1150-1000-010-00000	NN		62.50	
PV-240079	01/26/2024	403 (B) TSA		01-3010-0-3902-1150-1000-010-00000	NN		62.50	
PV-240079	01/26/2024	403 (B) TSA		01-6500-0-3902-5760-1120-020-00000	NN		92.20	
PV-240079	01/26/2024	403 (B) TSA		01-0000-0-3902-1150-1000-020-00000	NN		32.80	
PV-240079	01/26/2024	403 (B) TSA		01-3213-0-3902-1280-1000-002-00000	NN		125.00	
PV-240079	01/26/2024	403 (B) TSA		01-7435-0-3902-1280-1000-002-00000	NN		125.00	
TOTAL PAYMENT AMOUNT						500.00 *	500.00	
TOTAL FUND PAYMENT						95,150.48 **	95,150.48	

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 201

J22731

ACCOUNTS PAYABLE PRELIST
BATCH: 0201 SPECIAL BATCH 201
FUND : 12 CHILD DEVELOPMENT

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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-240077	01/26/2024	1689		12-6105-0-9514-0000-0000-0000-000000	NN			614.04
				TOTAL PAYMENT AMOUNT	614.04 *			614.04
				TOTAL FUND PAYMENT	614.04 **			614.04

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 201

J22731

ACCOUNTS PAYABLE PRELIST
BATCH: 0201 SPECIAL BATCH 201
FUND : 13 CAFETERIA

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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-240077	01/26/2024	1689			13-5310-0-9514-0000-0000-0000-00000 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	100,597.38 ***	0.00	100,597.38
					TOTAL DISTRICT PAYMENT	100,597.38 ****	0.00	100,597.38
					TOTAL FOR ALL DISTRICTS:	100,597.38 ****	0.00	100,597.38
Number of checks to be printed: 6, not counting voids due to stub overflows.								100,597.38

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

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	42,444. ⁰⁹	
11	Adult Education Fund	3,771. ²²	
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	46,215. ³¹	

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: *mmugh* Date: 2/13/24
 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 SCOTT VALLEY UNIFIED
 BATCH 202

J24986

ACCOUNTS PAYABLE PRELIST
 BATCH: 0202 BATCH 202
 FUND : 01 GENERAL FUND

APY500 L.00.22 02/13/24 08:53 PAGE 1
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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

301778/00	ALYSSA BURONNE							
PO-010000	02/08/2024	EES	1	01-0000-0-4300-1150-1000-010-01007	YN P		6.00	6.00
PO-010000	02/08/2024	EES	1	01-0000-0-4300-1150-1000-010-01007	NN F		494.00	494.00
PO-010000	02/08/2024	EES	2	01-0000-0-4300-1150-1000-010-00000	NN F		63.51	63.51
TOTAL PAYMENT AMOUNT								563.51
TOTAL USE TAX AMOUNT								0.44
302336/00	AMAZON CAPITAL SERVICES							
PO-002045	12/07/2023	1NHVQKMM1WJ7 SVJH	1	01-0000-0-4300-1605-1000-002-00206	NN F		124.62	133.65
TOTAL PAYMENT AMOUNT								133.65
300026/00	BAXTER AUTO PARTS							
PO-006001	10/19/2023	67671 TRANSP	1	01-0000-0-4300-0000-3600-006-20008	NN P		355.37	355.37
TOTAL PAYMENT AMOUNT								355.37
301718/00	BAY ALARM							
PO-004007	01/16/2024	21159409 SRHS	2	01-0000-0-5500-0000-8100-003-00000	NN P		189.35	189.35
TOTAL PAYMENT AMOUNT								189.35
301648/00	DANIELLE EASTLICK							
PO-010052	02/08/2024	EES	1	01-0000-0-4300-1150-1000-010-01010	NN F		125.31	125.31
TOTAL PAYMENT AMOUNT								125.31
055970/00	ETNA CITY OF							
PO-004017	02/08/2024	EHS	1	01-0000-0-5530-0000-8100-001-00000	NN P		420.85	420.85
PO-004017	02/08/2024	EES	2	01-0000-0-5530-0000-8100-010-00000	NN P		98.92	98.92
PO-004017	02/08/2024	SRHS	4	01-0000-0-5530-3200-8100-003-00000	NN P		59.40	59.40
PO-004017	02/08/2024	SVO	3	01-0000-0-5530-0000-8100-009-00000	NN P		65.01	65.01
TOTAL PAYMENT AMOUNT								644.18
301618/00	EZ JANITORIAL							
PO-004553	02/01/2024	2124SVUSD	2	01-0000-0-5800-0000-8100-004-00000	NY P		4,250.00	4,250.00
TOTAL PAYMENT AMOUNT								4,250.00

040 SCOTT VALLEY UNIFIED
 BATCH 202

J24986

ACCOUNTS PAYABLE PRELIST
 BATCH: 0202 BATCH 202
 FUND : 01 GENERAL FUND

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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

061280/00	FORT JONES, TOWN OF								
PO-004018	02/13/2024	330 SVJH	4	01-0000-0-5530-0000-8100-002-00000	NN P		199.00		199.00
PO-004018	02/13/2024	99 FJE	3	01-0000-0-5530-0000-8100-020-00000	NN P		205.00		205.00
TOTAL PAYMENT AMOUNT									404.00 *
302413/00	FOUNDATION FOR CALIFORNIA								
PO-010048	01/29/2024	JEJ76UWFC H COUSINEAU	1	01-6010-0-5200-7110-1000-010-30010	NN F		175.00		175.00
TOTAL PAYMENT AMOUNT									175.00 *
031440/00	FUELMAN								
PV-240082	02/08/2024	2315288		01-0000-0-4341-0000-3600-006-00000	NN				344.42
TOTAL PAYMENT AMOUNT									344.42 *
302399/00	JEFFERSON PEST CONTROL								
PO-004542	01/24/2024	22331 EHS	1	01-0000-0-5800-0000-8100-001-00000	NN P		45.00		45.00
PO-004542	12/13/2023	21638 FJE	2	01-0000-0-5800-0000-8100-020-00000	NN P		45.00		45.00
TOTAL PAYMENT AMOUNT									90.00 *
302367/00	KENNY'S LOCK SHOP								
PO-004567	01/04/2024	1045 SVJH	1	01-8150-0-5600-0000-8100-002-00000	NY F		5,771.13		5,771.13
TOTAL PAYMENT AMOUNT									5,771.13 *
302396/00	KERSTIN EDMISTON								
PO-002015	02/08/2024	SVJH	1	01-0000-0-4300-1631-1000-002-00208	NN P		201.32		201.32
TOTAL PAYMENT AMOUNT									201.32 *
201030/00	MEAN GENE'S GAS								
PO-004037	01/29/2024	172226 EHS	1	01-0000-0-5510-0000-8100-001-00000	NN P		2,642.10		2,642.10
PO-004037	01/05/2024	173128 EHS	1	01-0000-0-5510-0000-8100-001-00000	NN P		2,648.99		2,648.99
TOTAL PAYMENT AMOUNT									5,291.09 *

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

302008/00	NAVIGATE360 LLC							
PO-004070	09/26/2023	14710 ALICE TRAININGS	1	01-0000-0-5800-0000-7200-004-00000	NN F		1,330.00	1,383.20
TOTAL PAYMENT AMOUNT								1,383.20 *
123000/00	PACIFIC POWER							
PO-004000	02/08/2024	EHS	1	01-0000-0-5520-0000-8100-001-00000	NN P		6,725.85	6,725.85
PO-004000	02/08/2024	SVJH	2	01-0000-0-5520-0000-8100-002-00000	NN P		1,285.88	1,285.88
PO-004000	02/08/2024	FJE	3	01-0000-0-5520-0000-8100-020-00000	NN P		4,178.56	4,178.56
PO-004000	02/08/2024	TRANSP	4	01-0000-0-5520-0000-8100-006-00000	NN P		508.41	508.41
PO-004000	02/08/2024	SRHS	6	01-0000-0-5520-3200-8100-003-00000	NN P		830.47	830.47
PO-004000	02/08/2024	QVS	7	01-0000-0-5520-0000-8100-004-00000	NN P		49.83	49.83
PO-004000	02/08/2024	SV0	8	01-0000-0-5520-0000-8100-009-00000	NN P		366.03	366.03
TOTAL PAYMENT AMOUNT								13,945.03 *
300856/00	PURCHASE POWER - PITNEY BOWES							
PO-004001	02/09/2024	8000 9090 0608 7196	1	01-0000-0-5930-0000-7200-004-00000	NN P		117.63	117.63
TOTAL PAYMENT AMOUNT								117.63 *
150080/00	SISKIYOU TELEPHONE CO							
PO-004002	02/01/2024	12 DO	1	01-0000-0-5600-0000-8700-004-00000	NN P		820.00	820.00
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-7200-004-00000	NN			671.20
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-2700-001-00000	NN			201.46
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-2700-002-00000	NN			203.44
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-2700-010-00000	NN			100.32
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-2700-020-00000	NN			112.01
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-3600-006-00000	NN			179.36
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-7200-004-00000	NN			784.70
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-3200-2700-003-00000	NN			153.93
PV-240080	02/08/2024	SERVICES		01-0000-0-5900-0000-7200-004-00000	NN			152.92
TOTAL PAYMENT AMOUNT								3,379.34 *
159310/00	SUBURBAN PROPANE							
PO-004003	12/18/2023	206837 EHS	1	01-0000-0-5515-0000-8100-001-00000	NN P		773.09	773.09
PO-004003	11/06/2023	206484 EHS	1	01-0000-0-5515-0000-8100-001-00000	NN P		427.22	427.22
PO-004003	12/04/2023	206661 TRANSP	3	01-0000-0-5515-0000-8100-006-00000	NN P		1,414.18	1,414.18
PO-004003	12/04/2023	206718 TRANSP	3	01-0000-0-5515-0000-8100-006-00000	NN P		522.55	522.55
PO-004003	12/11/2023	206787 TRANSP	3	01-0000-0-5515-0000-8100-006-00000	NN P		565.36	565.36
PO-004003	12/18/2023	206838 TRANSP	3	01-0000-0-5515-0000-8100-006-00000	NN P		671.33	671.33

040 SCOTT VALLEY UNIFIED
BATCH 202

J24986

ACCOUNTS PAYABLE PRELIST
BATCH: 0202 BATCH 202
FUND : 01 GENERAL FUND

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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	

159310	(CONTINUED)													
PO-004003	12/22/2023	206898	TRANSP			3	01-0000-0-5515-0000-8100-006-00000	NN	P			267.09	267.09	
TOTAL PAYMENT AMOUNT												4,640.82	*	4,640.82
300261/00	U.S. BANK													
PO-004036	02/08/2024	DO				1	01-0000-0-4300-0000-7200-004-00000	NN	P			101.38	101.38	
TOTAL PAYMENT AMOUNT												101.38	*	101.38
201040/00	VERIZON WIRELESS													
PV-240081	02/08/2024	9954818176				01-0000-0-5900-0000-7200-004-00000	NN					46.60	46.60	
PV-240081	02/08/2024	9954818176				01-0000-0-5900-0000-2700-001-00000	NN					57.83	57.83	
PV-240081	02/08/2024	9954818176				01-0000-0-5900-0000-2700-002-00000	NN					46.94	46.94	
PV-240081	02/08/2024	9954818176				01-0000-0-5900-0000-3600-006-00000	NN					6.83	6.83	
PV-240081	02/08/2024	9954818176				01-0000-0-5900-0000-2700-009-00000	NN					93.88	93.88	
PV-240081	02/08/2024	9954818176				01-6010-0-5900-0000-2700-002-00000	NN					25.61	25.61	
PV-240081	02/08/2024	9954818176				01-6010-0-5900-0000-2700-010-00000	NN					32.10	32.10	
PV-240081	02/08/2024	9954818176				01-6010-0-5900-0000-2700-020-00000	NN					28.57	28.57	
TOTAL PAYMENT AMOUNT												338.36	*	338.36
TOTAL FUND PAYMENT												42,444.09	**	42,444.09
TOTAL USE TAX AMOUNT														0.44

040 SCOTT VALLEY UNIFIED
BATCH 202

J24986

ACCOUNTS PAYABLE PRELIST
BATCH: 0202 BATCH 202
FUND : 11 ADULT EDUCATION

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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-003218	02/08/2024	ADULT ED	1 11-6391-0-4400-4110-1000-008-00000 NN F	3,771.22	3,771.22			
TOTAL PAYMENT AMOUNT				3,771.22 *	3,771.22			
TOTAL FUND PAYMENT				3,771.22 **	3,771.22			
TOTAL BATCH PAYMENT				46,215.31 ***	46,215.31	0.00		
TOTAL USE TAX AMOUNT					0.44			
TOTAL DISTRICT PAYMENT				46,215.31 ****	46,215.31	0.00		
TOTAL USE TAX AMOUNT					0.44			
TOTAL FOR ALL DISTRICTS:				46,215.31 ****	46,215.31	0.00		
TOTAL USE TAX AMOUNT					0.44			
Number of checks to be printed:				22, not counting voids due to stub overflows.	46,215.31			

2023-2024 Master Stipend List

Certificated and Classified

Board approval: presented for approval 02/21/2024

Description
Coach, basketball asst 8th SVJH Boys
Coach, basketball head 8th SVJH Girls 24-25
Coach, basketball head 7th SVJH Girls 24-25
Coach, basketball asst 8th SVJH Girls 24-25
Coach, basketball asst 7th SVJH Girls 24-25
Coach, volleyball head, 8th SVJH 24-25
Coach, volleyball head, 7th SVJH 24-25
Interim Principal
SAFE Enrichment Instructor - Beading
SAFE Enrichment Instructor - Spanish Club

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 Code 35120) 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
24-014	Layton Tree Removal Inc	\$5,500	Tree Removal	2/21/2024
24-015	Kennys Lock Shop	\$5,771	SVJH Gym Door Repair	2/21/2024

Over-night/Out of State/Special Risk Trips			
February - July 2024			
Date(s)	Site/Program	Activity	Place
2/9 - 2/10	EHS FFA	Chico Field Day	Chico, CA
2/29 - 3/1	EHS FFA	Winters Fabrication Contest	Winters, CA
2/29 - 3/2	EHS FFA	UC Davis Parli Pro and Field Day	Davis, CA
3/7 - 3/8	EHS FFA	Regional Speaking	Chico, CA
3/21 - 3/25	EHS FFA	State Conference	Sacramento, CA
4/18 - 4/19	EHS FFA	State LDE Speaking Finals	Fresno CA
5/1 - 5/5	EHS FFA	State CDE Finals	Cal Poly, SLO
5/31 - 6/1	EHS FFA	Officer Retreat	Medford, OR
3/7 - 3/9	EHS Athletics	Oroville Baseball Tournament	Oroville, Ca
2/29 - 3/2	EHS Athletics	Los Molinos Softball Tournament	Los Molinos, Ca
3/15 - 3/16	EHS Athletics	Anderson Softball Tournament	Anderson Ca
5/24 - 5/27	EHS	Senior Trip	San Fransico, Ca



**Local Control and
Accountability Plan (LCAP)
Mid-year Update
2023/2024**

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scott Valley Unified School District	Micheline G Miglis Superintendent	mmiglis@svusd.us (530) 468-2727

Goal 1

Goal Description
Every student will demonstrate improved academic achievement.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Assessments	2018-2019 data ELA - 49% Meet/Exceed Standards Math - 46% Meet/Exceed Standards	2020-2021 data ELA 49% met/exceeded standards Math 24% met/exceeded standards	2021-2022 ELA- 49% Met/ Exceeded Standards Math- 35% Met/ Exceeded Standards	2022-2023 data ELA - 49% met/exceeded standards Math - 36.50% met/exceeded standards	60% of students will meet or exceed standards in ELA 60% of students will meet or exceed standards in Math
Percentage of pupils completing A-G requirements	In the 2019-2020 school year, 55% completed with A-G.	In the 2020-2021 school year, 62% completed with A-G.	2021-2022 59% completed with A-G courses	2022-2023 data 38.5% completed with A-G courses	80% A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of pupils completing CTE	2019-2020 Pathway completers 59%	2020-2021 Pathway completers 54%	2021-2022 54% pathway completers	2022-2023 data 26.25% pathway completers	80%
Percentage of pupils completing A-G and CTE	This data is not available at this time.	In the 2020-2021 school year, 38% completed A-G and CTE.	38%	2022-2023 data 15% completed A-G and CTE	80%
English Learner progress	50% made progress on ELPAC levels.	50% made progress on ELPAC levels.	100% made progress on ELPAC levels	60% made progress on ELPAC levels	100% of EL students will make progress on ELPAC levels.
English learner reclassification rate	0% reclassified.	0% reclassified.	0% reclassified	0% reclassified	50% of EL students will be reclassified.
Percentage of pupils passing Advanced Placement (AP) with 3 or higher	3% AP scores with 3 or higher	0% passed their AP exam with a score of 3 or better.	2021-2022 0% scored with 3 or higher	2022-2023 50% scored 3 or better (2 out of 4 students)	80% of students passing the AP Exams.
Students at grade level on AR tests (K-5)	60% Average on grade level for K-5 grade, Fort Jones Elementary School and Etna Elementary School.	58% Average on grade level for K-5 grades, Fort Jones Elementary and Etna Elementary schools.	K- 79%, 1st- 50%, 2nd- 71%, 3rd- 68%, 4th- 74%, 5th- 71%	ELA 2022-2023 Data Kindergarten at/above 67% 1st Grade at/above 49% 2nd Grade at/above 64% 3rd Grade at/above 75% 4th Grade at/above 42% 5th GradeAt/Above 49%	80%
On-track for graduation by spring transcripts of sophomore year.	80% pupils on track for graduation by spring transcripts of sophomore year.	94% current sophomores on-track for graduation	2022-2023 80% of sophomores are on track for graduation by spring transcripts.	2023-2024 95% of sophomores are on track for graduation	100% pupils on track for graduation according to sophomore spring transcripts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		by spring transcripts.			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Student - Centered Collaboration Across Grade Spans and Subject Matter Professional development, teacher release time, quarterly student progress monitoring conferences.	No				\$21,750.00	\$1515.68
1.2	Two intervention teachers, elementary schools Two teachers work with students based on data and need, focus on lower performing students, Etna Elementary School and Fort Jones Elementary School.	Yes				\$116,171.65	\$28444.60
1.3	Paraprofessionals Paraprofessionals support student achievement and work with teachers to intervene with students.	Yes				\$379,214.13	\$202836.73
1.4	Positive Behavior Intervention and Supports (PBIS)	Yes				\$26,000.00	\$38546.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Year 2 of a 3 year plan to fully implement Positive Behavior Intervention and Supports District-wide for the social emotional well-being and academic achievement of every/all students, including addressing chronic absences and at-risk conditions that impact students' attainment of grade-level success.						
1.5	Edgenuity Purchase in 2021-2022 and provide professional development and fully implement in lieu of Acellus.	Yes				\$70,175.00	\$77235
1.6	Summer Learning Matters Provide summer school to address learning loss, recover credits, acceleration, and enrichment; staffing of classified, certificated and administration.	Yes				\$136,797.28	\$0
1.7	CTE Continue CTE course offerings, provide professional development, support students with summer projects and exploration, field trips and leadership.	No				\$269,545.00	\$170602.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	Renaissance Learning STAR Renaissance for K-8th grade students to support core program and for assessments.	No				\$17,061.00	\$17631.75
1.9	Scott Valley Options Independent Study/Alternative Education Provide students with an alternative choice to in-person instruction, hire two teachers, offer to 1-12th grade district-wide, professional development, devices, classroom location, materials, Google Classroom, UC Scout, and Edgenuity.	Yes				\$202,516.00	\$123243.59
1.10	Contract with Shasta Union High School District Technology support, ongoing contract, Aeries oversight, Google Classroom support, professional development for Ed Tech Supervisor and Technology Specialist.	No				\$42,483.00	\$42483
1.11	Increase FTE to student ratio Utilize 15% concentration grant add-on funds to increase FTE to student ratio at schools with unduplicated student count of 55% or higher. Resource 0053	Yes				\$32,571.00	\$19253.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

Build a bridge between the schools, families and community for increased parent and student engagement.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Title VI sign in sheets (Native, Tribal families and students).	Attendance logs for Title VI family meetings show 5% or less represent the Quartz Valley Tribe membership. Ten percent of eligible students attend Title VI funded programming/events/activities.	5% based on attendance logs.	2022-2023 SOU tour= 38% of students attended Fall Cultural Event- 66% of students participated and/or attended. Parent/ family meeting- <7% attended one or more parent meeting.	2022-2023 3% of students were represented at meetings	Increase to 30% participation rates.
Volunteer list.	All regular volunteers are TB tested.	100%	100% of volunteers are TB tested	100%	Sustain 100%.
Chronic Absenteeism Rate	11%	10%	10%	15%	5%
Attendance Rate	District wide = 94% FJE =95.5% EES =94% SVJH =93% EHS = 95%	For the 2020-21 school year, District wide = 94.7% FJE =94% EES = 94% SVJH = 93.7% EHS = 95.5%	FJE= 92% EES= 92% SVJH= 91%	FJE = 92.50% EES = 94.0% SVJH = 93.25% EHS = 94%	District wide = 98% FJE = 98% EE = 98% SVJH = 98% EHS = 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			EHS= 91% SRHS= 76%		
Middle School Dropout Rate	4%	2%	0%	0%	2%
High School Dropout Rate	2%	1.5%	0%	0%	0%
Graduation Rate	95.5%	In 20-21, EHS 100% In 21-22, EHS 97.5%	2021-2022 100%	2022-2023 93%	99%
Suspension Rate	2% (10 out of 650 students)	2%	2021-2022 EHS- 4.8% EES- 2.1% FJE- 1.3% SVJH- 11.6%	Districtwide 9.4% (increased by 4.1%)	Less than 2%
Expulsion Rate	0%	One student expelled in 2021-2022.	<0.5%	<0.02%	0%
Survey Results	30% of parents/families returned the survey.	40% of parents/families returned the survey.	50% of parents/ families completed the survey.	75%	75%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Title VI Communication: Increase participation of families at the Title VI meetings.	No				\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title VI Communication: Continue to remind the Tribal Council and the Education Liaison about the regular Board Meetings and request a monthly report.						
2.2	TB testing provided by the District for volunteers. Continue TB testing provided by the District for parent/family/community volunteers.	No				\$0.00	\$0
2.3	LCAP Infographic Another way to communicate and distribute information about the LCAP and increase parent/community knowledge base about the LCAP Goals and Actions, purchase Service Agreement for LCAP Infographic with Gobo Inc or other provider.	No				\$0.00	\$0
2.4	Upgrade/purchase marquees for schools. One of the four schools has a marquee/upgraded marquee. Marquees support the extension of information, promotional and announcements to parents/community.	No				\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	Extra duty hours for community/parent engagement. Pending staff availability, designate extra hours for each school's budget allocation for events, promotional information, social media, newspaper, student and staff highlights.	No				\$3,000.00	\$0
2.6	Adult Education Continue to fund and offer Adult Education, ongoing.	No				\$98,285.01	\$38815
2.7	Positive Behavior Intervention and Supports (PBIS) Social Emotional Learning support, staffing, and resources District-Wide. These are the personnel costs of the entire initiative. The professional development is further down in the LCAP.	Yes				\$162,963.72	\$73653.01
2.8	Home to School Transportation Continue home to school and school to home transportation. Provide extra bus run for SAFE/BASS after school programs.	Yes				\$436,413.56	\$181750.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	BlackBoard Connect Continue BlackBoard Connect to support communication with families (electronic communication and messaging).	No				\$2,500.00	\$500
2.10	Heartland Payment Software System for NutriKids Continue to support parents with online payments.	No				\$2,790.00	\$2870

Goal 3

Goal Description

Sustain a positive school climate committed to the whole student.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Credential list.	All teachers are appropriately assigned. 1 teacher is on a waiver.	1 teacher is on a waiver.	2022-2023 All teachers are appropriately assigned. EES- 1 special permit FJE- 2 special permits SVJH- 3 special permits EHS- 1 waiver	2023-2024 All teachers are appropriately assigned. EES 6 credentialed; 1 special permit FJE 5 credentialed; 3 special permits SVJH 4 credentialed; 1 PIP; 1 SSP	All teachers credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				EHS 11 credentialed; 1 CTE; 1 PIP	
Master schedule of course offerings.	All students are provided a broad course of study.	All students are provided a broad course of study. Additional sections were added to EHS master schedule for 2022-23. Scott Valley Junior High School will implement block scheduling in 2022-23. Professional development in June 2022 for teacher preparation for block scheduling and planning. A new ELA curriculum and new adoption was finalized and approved for implementation in 2022-2023 school-year. Music and science continued to be offered in the elementary grades.	All students are provided a broad course of study.	All students are provide a broad course of study.	All students are provided a broad course of study.
Williams Report	All students have access to standards-aligned materials.	All students have access to standards-based materials. English Language Arts K-5 adopted Wonders.	All students have access to standards-aligned materials.	All students have access to standards-aligned materials.	All students have access to standards-aligned materials.
Lesson Plans / Priority 2 Self-Reflection Tool	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.
FIT Report	All facilities are in good repair.	All facilities are in good repair according to the FIT rating scale.	All facilities are in good repair.	All facilities are deemed in good repair per FIT.	All facilities will be in good or better repair.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Social Emotional Learning support staff (2 Counselors and 2 Student Services Specialists)</p> <p>As we build the comprehensive Positive Behavior Intervention and Supports, and with unanimous input from all stakeholder input groups and meetings across the District, hiring staff and professional development were priorities across the board.</p>	No				\$174,919.92	\$84789.84
3.2	<p>Increase paraprofessionals FTE's.</p> <p>Paraprofessionals will support teachers with teaching and learning and work with designated students and groups of students to intervene or accelerate as identified. The additional FTE's will provide students with increased adult caring support and relationships.</p>	No				\$54,853.09	\$41438.83
3.3	<p>Formerly BTSA, offer ATE to new teacher hires in their second year.</p> <p>The ATE (BTSA) program is an additional support for new teachers and provides them with a designated mentor teacher for the school year.</p>	No				\$4,197.57	\$0

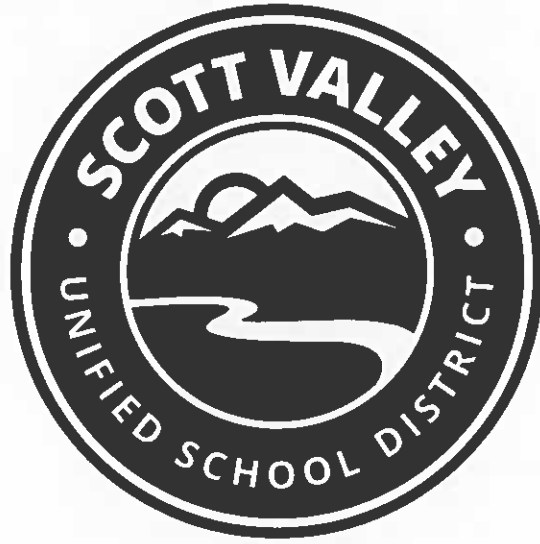
Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Complete HVAC upgrades that began in the 2020-2021 school year. Filtration and HVAC systems need upgrading. Air quality index rates during fire seasons (and, potentially required for COVID-19, pending CDPH updates) require upgrades and improvements that were begun 2020-2021. **Project was completed earlier than anticipated (2022/23)**</p>	No				\$0.00	\$0
3.5	<p>Offer designated and approved coaching and professional development to certificated and classified staff to support implementation of the LCAP goals district-wide. Contract with Siskiyou County Office of Education, Edgenuity, Safe and Civil Schools (Randy Sprick for Positive Behavior Intervention and Supports), Shasta County Office of Education, and other service providers pre-approved by the administration.</p>	No				\$8,250.00	\$0
3.6	<p>Continue GoGuardian Software GoGuardian monitors student activity online and alerts administration in order to intervene as appropriate and supports</p>	No				\$10,283.00	\$10803

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	communication with parents/families.						
3.7	Continue science enrichment instructor at elementary schools We offer science enrichment to students at Etna Elementary School and Fort Jones Elementary School, which supports a broad course of study.	Yes				\$41,549.98	\$27156.70
3.8	Continue to fund travel for student athletes and teams. Athletic and co-curricular activities supports student engagement and attendance at school, therefore supporting pro-social bonding and a positive and nurturing school climate.	No				\$55,000.00	\$35887.29
3.9	Continue Aeries software and add Aeries Analytics Increase usage of Aeries and implement Aeries Analytics. Provide ongoing professional development to staff and administration.	No				\$16,436.28	\$0
3.10	Continue after school program services (SAFE and BASS) and	Yes				\$315,453.00	\$154390.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	offer after-school tutoring at all grades, pending staff availability. Extend the learning day and support with transportation, materials, and special events.						
3.11	Purchase, furnish and use cleaning and disinfecting supplies. To respond to COVID-19 requirements and compliance measures, as mandated by the CDC/CDPH.	No				\$35,000.00	\$44400.93
3.12	Address routine maintenance and repair (ongoing). Maintain attractive schools and buildings in good or improved repair, ongoing.	No				\$120,824.00	\$109920.54
3.13	Research and consider library improvements, EHS in particular. Create attractive and enticing library spaces (Hubs, for example), reflective of flexible teaching and learning environments. **Project was completed earlier than anticipated (2022/23)**	No				\$0.00	\$9305.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.14	Refresh helmets; improve fields; support visual and performing arts. The Scott Valley USD prioritizes co-curricular activities and athletics.	No				\$3,000.00	\$0
3.15	Assign/Promote Assistant Principal for Etna High School. To support social emotional wellness and the implementation of the Positive Behavior Intervention and Supports (PBIS) and facilitate greater alignment and coherence at the high school.	No				\$124,425.01	\$68734
3.16	Hire 80% music or 80% PE teacher for Etna Elementary School and Fort Jones Elementary School. Increase course access and broad course of study at the elementary schools. Provide students with additional enrichment and supplemental learning opportunities. The PE program will implement <i>Spark PE</i> . The music program will implement <i>Quaver</i> . To be determined pending staff availability. Either selection, they both support social emotional learning.	No				\$74,003.54	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.17	Field trips and place-based learning. Field trips and place-based learning support hands opportunities for students to interact with their environment and apply their content/standards based learning in the classroom to the world around them. Kidder Creek Outdoor Day Camp or equivalent will also be funded.	Yes				\$9,376.00	\$0



Regular Agenda

Memorandum of Understanding

Between the Scott Valley Unified School District and the Scott Valley Teacher's Association

Early Notification Incentive

The parties agree the District will pay an Early Notification Incentive for the 2023-2024 school year to eligible unit members who wish to retire. Eligible unit members must have at least 15 or more years with the District as of date of retirement.

The \$18,000 incentive is available to the first three (3) unit members who submit a *letter by hand* to the district office prior to 4:00 PM on Monday, February 5, 2024. The letter should state: 1) they will be resigning and retiring at the end of the 2023-2024 school year and 2) they wish to apply for the early notification incentive.

Teachers receiving the incentive will need to elect when they will receive payment in either July, 2024 or January, 2025. The District must be notified of the payment election via e-mail (jedwards@svusd.us) prior to June 15, 2024.

This Memorandum of Understanding shall not be construed as a past or ongoing practice.



Micheline G Miglis, Superintendent
For the District



Hannah Shickle, President of SVTA
For the Association

Dated: 1/23/24

Dated: 1/23/24

Date of Board Ratification: _____

MEMORANDUM OF UNDERSTANDING
California School Employees Association
and its Scott Valley Chapter #859 (CSEA)
and the
Scott Valley Unified School District (District)
Early Notification Incentive

The parties agree the District offers payment of 25% of regular annual base salary as an early notification incentive for the 2023-2024 school year.

THEREFORE, The District and CSEA agree on the following criteria for eligibility for the incentive:

- Unit member must retire and resign from the district
- Unit member must be at least 50 years old
- Unit member must have worked for the district at least ten (10) years as of retirement date
- Retirement date must be after completion of unit members work year per their *Notice of Employment* but no later than June 30, 2024
- Available to up to three (3) unit members, selected by seniority, who submit a letter to the district office
- Interested unit members must submit a *letter by hand* to the district office prior to 4 p.m. on Monday, February 5, 2024. The letter should state: 1) they will be resigning and retiring, 2) the effective date of retirement, and 3) they wish to apply for the early notification incentive.
- Unit members receiving the incentive may elect to be paid in either July, 2024 or January, 2025 and must notify the district of their election by June 15, 2024.

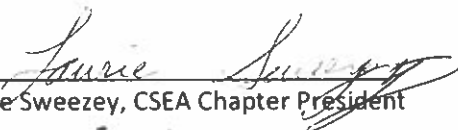
This Memo of Understanding shall not be construed as a past or ongoing practice.

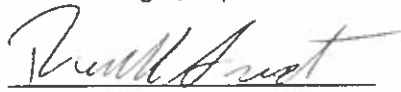
This agreement is in accordance with state and federal laws, education code provisions and the Collective Bargaining Agreement.

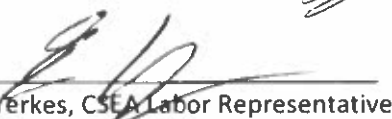
SCOTT VALLEY UNIFIED SCHOOL DISTRICT

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CHAPTER NO. 859

By: 
Micheline G Miglis, Superintendent

By: 
Laurie Sweezey, CSEA Chapter President

By: 
Russell Sweet, CBO

By: 
Eric Yerkes, CSEA Labor Representative

Dated: 01/26/24

Date of Board Ratification: _____



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 <hr/> <hr/> <hr/>	
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		

CSBA UPDATE CHECKLIST – December 2023

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9321	Closed Session		
E(1) 9321	Closed Session	Fill in Blanks <hr/> <hr/> <hr/>	
E(2) 9321	Closed Session	Fill in Blanks <hr/> <hr/> <hr/>	

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 newcomer 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 agendaized 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 Indian Policies and Procedures 2023-2024 School Year

It is the intent of the Scott Valley Unified School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. To this end, the Scott Valley Unified School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Scott Valley Unified School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2024 Impact Aid application.

The Scott Valley Unified School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2024 Impact Aid application.

Indian Policies and Procedures

TRIBE'S PREFERRED METHOD OF COMMUNICATION: email, school bulletins, and handouts

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

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

Procedure 1:

1.1 The school district will disseminate the Impact Aid application, the equal participation evaluation and program plans to the Tribal Chairman, Tribal Education Director and a summary to the parents of Indian children with instructions on how to obtain full copies of the documents.

1.2 Information on how to obtain the aforementioned documentation will be disseminated via email, **Parent Square** and in the school bulletins, handouts sent home with children, and in the district office.

1.3 The aforementioned documents will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

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

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

Procedure 2:

2.1 The Indian Education Committee (IEC) meets **quarterly** for the purposes of soliciting input from the Tribe and parents of Indian children on the content of the educational program and activities.

2.2 The Scott Valley Unified School District school board has open comment periods at the monthly school board meeting where individuals may provide comments, concerns or recommendations.

2.3 Parents and Tribal officials may also contact the school district directly to provide input on the content of the educational program and activities.

2.4 **The Tribal Chairman and Tribal Education Director** will be notified by **email and postal mail**. Parents of Indian children will be notified of any and all meetings at which they can provide input on the content of the educational program and activities through notices sent home to parents, school site **bulletins**, and or email at least one week in advance of any meeting related to the educational program.

2.5 To the extent possible, the school district will consider the Tribe's preferred method of communication in all contact related to these IPPs and the consultation process.

2.6 If consultation meetings have a low participation rate, the school district will work with the Tribe and the parents of Indian children to determine how to modify the consultation process in a way that improves participation.

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

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

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

Procedure 3:

3.1 The school district will mathematically calculate the rate of Indian children's participation with non-Indian children for the entire academic program and co-curricular activities. The SVUSD will provide a copy of the budget/mathematical calculations to the Tribal Chairman and Tribal Education Director annually.

3.2 The school district will send the complete evaluation to the Tribal Chairman and Tribal Education Director by email and postal mail. Information on how parents may obtain a full copy will be published in the school site bulletins and or Parent Square. These documents will be disseminated as soon as possible, but at least one week in advance of any meeting to discuss them.

3.3 The Indian Education Committee (IEC) meets quarterly for the purposes of soliciting input from the Tribe and parents of Indian children on equal participation. The IEC will hold a meeting at least annually specifically to discuss the assessment on equal participation.

3.4 The Scott Valley Unified School District school board has open comment periods at every school board meeting where individuals may provide comments, concerns or recommendations. Parents and tribal officials may also contact the school district directly to provide input on equal participation.

3.5 The equal participation evaluation will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

POLICY (4): The Scott Valley Unified School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

Procedure 4:

4.1 At the 2nd quarterly meeting of the IEC, the IEC will review the IPPs and make recommendations for changes. At this meeting, the parents of Indian children and tribal officials may make any recommendations for changes to the IPPs.

4.2 The IEC, parents of Indian children and Tribal officials may also make suggestions for changes at other times of the year at IEC meetings, school board meetings, or in direct communication with the school district.

4.3 The IEC evaluates all proposed changes to the IPPs. The IEC sends all recommended changes to the school board for consideration.

4.4 The school board decides if the IPPs will be revised to accommodate the changes.

4.5 All changes to the IPPs become effective upon adoption by the school board.

4.6 The Tribal Chairman and Tribal Education Director will be notified of any changes to the IPPs and provided a new copy of the IPPs via email and postal mail.

Parents will be advised of changes and provided a summary of the changes by notices sent home with students and in the school bulletin or Parent Square with instructions on how to obtain a full copy of the IPPs.

POLICY (5) : The Scott Valley Unified School District will respond at least annually in writing to comments and recommendations made by Tribes or parents of Indian children, and disseminate the responses to the Tribal Chairman, Tribal Education Director and parents of Indian children prior to the submission of the IPPs by the LEA.

[34CRF222 .94(a)(5)]

Procedure 5:

5.1 The school district will respond to comments, questions and recommendations received related to the IPPs or educational program in writing.

5.2 The school district will respond to the comments, questions and recommendations received related to the IPPs or educational program at least annually.

5.3 The written response to comments, questions and recommendations received related to the IPPs or educational program will be disseminated by email and postal mail to the Tribal Chairman, Tribal Education Director . Parents will be advised of the responses and provided a summary of the responses by notices sent home with students and in the school bulletin or Parent Square with instructions on how to obtain a full copy of the written response.

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

6.1 The school district will send the Tribal Chairman and Tribal Education Director a copy of the IPPs before the school district submits its application to the Impact Aid Program on or before January 31st.

Board Approval Date : _____

SVUSD Board President : _____

Tribal Chairperson : _____ 

District Comprehensive School Safety Plan



SCOTT VALLEY UNIFIED SCHOOL DISTRICT

11918 Main Street • Fort Jones, California 96032 • 530-468-2727 • Superintendent Micheline Miglis

Principals/Assistant Principal:

Joy Isbell and Mitch Thackeray, Etna High School and Scott River High
Ken Dysert, Scott Valley Junior High
James Pindell, Etna Elementary School
Raylene Lang, Fort Jones Elementary School
Micheline Miglis, Scott Valley Options

In consultation with Chief of Police Josh Short, Etna Police Department

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OVERVIEW

Overview – Attendance Rates / School Attendance Review:

Scott Valley Unified School District was established in July 2007 and is comprised of Etna High School, Scott Valley Junior High, Etna Elementary School, Fort Jones Elementary School and Scott River High School. The district also serves the students in Forks of Salmon School District. Scott Valley Options is the District's long term independent study program.

The District Comprehensive Safety Plan is intended to provide an overview of safety procedures, assessments, and information pertinent to maintaining a safe and orderly environment conducive to learning at all schools and sites within Scott Valley Unified District. This safety plan includes components in accordance with California Education Code to include sections 32280-32289.

One of many important assessments in determining school and site safety is the student attendance rates and attendance review. Scott Valley Unified School District collaborates with representatives to include staff, administration, law enforcement, probation, and other community members/institutions to assess and maintain student attendance.

EMERGENCY RESPONSE PLAN

Administration of the Plan

ASSUMPTIONS AND PURPOSE:

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Section binders have been provided to assist staff members in the development and preparation stages. Appropriate adaptations are taken into consideration for students with special needs. Principals and respective education specialists know every child's unique set of accommodations.

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

- **Level One Emergency**
A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder
- **Level Two Emergency**
A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc. Example: fire, intruder on campus, bomb threat.
- **Level Three Emergency**
A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, principal or designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications.

HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

STAFF TRAINING:

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

ON AN ANNUAL BASIS:

Allocate time to formulate and maintain the specific teams. Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage. Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held each quarter.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE and HELP placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- ORANGE and GREEN Alert Vests to be worn when evacuating a classroom or building to signal to the Incident Commander the status of the class.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

EVACUATION ROUTES:

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

ADAPTATIONS OF ROUTINE AND EMERGENCY PROCEDURES FOR PUPILS WITH DISABILITIES:

The Principal or Designee will evaluate emergency procedures to include evacuation routes, assembly areas, and rally points to address any site-specific concerns for pupils with disabilities. Each site will develop communication systems, specific procedures, and adapt plans as necessary to ensure disabled students are provided with assistance during emergency/disaster. Drills will include any adaptations to assess and implement further modifications.

PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the direction of the Superintendent) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

COMMUNICATION:

During an emergency each site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's ParentSquare notification system.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites may be established with the use of two-way radios, talk-around or via the microwave communication system already established at the district office and school sites.

General Emergency Procedures

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. **Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions.** Minor adjustments may be necessary due to staff size or student needs. Staff will be updated on an annual basis of any changes to established procedures.

This section is divided into three major areas:

How to and When to Initiate ALICE Procedures or consider LOCKDOWN:

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder

How to and When to Shelter In Place:

- Air Pollution
- Biological/Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Utility Failure/Heat Stress

How and When to Evacuate, Drop Cover and Hold

- Aircraft Accident
- Bomb Threat
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.






MULTI-HAZARD REFERENCE GUIDE:

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Scott Valley Unified School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A plain language announcement of a threat or Violent Critical Incident (audible gunshots, etc.) activates ALICE Protocols;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

MULTI-HAZARD REFERENCE GUIDE

<p>SUDDEN SHAKING</p> <p>VIOLENT CRASH OR EXPLOSION</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Duck, Cover, and Hold! • Stay under table and chairs until shaking or noise stops. • Stay away from windows. • Do NOT pry open doors/windows. • Check for safest evacuation route. <p>If evacuating:</p> <ul style="list-style-type: none"> • Wear ORANGE or GREEN vest to signal safe evacuation or need for help. • Hang HELP or SAFE placard on outside of door handle. Do not lock doors. 	 <p>EARTHQUAKE EXPLOSION</p>
<p>HEAR FIRE ALARM OR ANNOUNCEMENT</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Stop! Check for safest route. • Go upwind from odor or smoke. • Evacuate to safest assembly area. • Need Help: Wear Orange Vest • All Safe: Wear Green Vest <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • Clipboard • Class Roster 	 <p>EVACUATION</p>
<p>WHEN YOU HEAR Gunshots or Plain Language Announcement of threat or Violent Critical Incident Complete ALICE Protocol</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • ALERT: Call 911 if/when safe • Enhanced LOCKDOWN- with barricading or • EVACUATE as appropriate • INFORM - communicate details; use radio or all call • COUNTER as necessary (collect items to throw/distract) • EVACUATE- account for all students, go to rally point. Take roster WHAT YOU NEED: • SAFE or HELP placards to place in window 	 <p>LOCK DOWN</p>
<p>WHEN YOU HEAR "SHELTER-IN-PLACE"</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Close windows and doors. • Instruct students to only sit at desks. • Do not release students. <p><i>Changes will be communicated.</i></p> <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • SAFE or HELP placards to place in window 	 <p>SHELTER IN PLACE</p>
<p>WHEN YOU HEAR "ALL CLEAR"</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Return to regular schedule. 	 <p>ALL CLEAR</p>

ALICE PROCEDURES

ALICE Procedures are response options to Violent Critical Incidents such as an Active Shooter. Enhanced Lockdown procedures are included in these options but may be directed at a school site dependent on the situation. Each school site faculty and staff are ALICE trained and practice the ALICE procedures regularly.

Initiate ALICE: Signal: As safe to do so – bell, then All Call using plain language

ALERT- First notification of danger (sound, sight, contact, smell – such as a gunshot or yelling). Recognize the situation, accept, and respond using ALICE options.

LOCKDOWN- with barricading utilizing environmental tools in the room. Intent is to delay or deny entry, to evaluate secondary evacuation options, spreading out, or preparing to COUNTER if unable to evacuate

INFORM- Get information to everyone in the building, utilize all call or radio, PA systems, apps, etc. to communicate details. Call 911 if safe to do so. Provide essential details of the situation, i.e: suspect, location, weapons, identifying features.

COUNTER- Utilize available items and people (age appropriate) to distract and overwhelm the shooter

EVACUATE- as appropriate, based on the information given. Listen for additional information. Use your best judgement. If you chose to lockdown in place, be ready to evacuate. Account for all students, maintain order in Rally Point or shelter in place until law enforcement provides direction.

Please see evacuation plans for anticipated routes and rally points. When ALICE options are utilized evacuation may require time critical decisions to alter routes or rally points.

SHELTER IN PLACE PROCEDURES

In the event that the situation warrants a shelter in place strategy, please follow the outlined procedure:

Teachers:

- Lock doors with key, (both inside and outside doors)
- Pull on handle, to make sure door is latched
- Ask students help by closing windows and window coverings
- Students and teacher sit in desks. Conduct class as normal
- Have walkie talkies available
- Wait further instruction by phone, email, in person, or the "all clear" bell
- Students may go to the bathroom, staying within campus boundaries at all times

Students:

- Go inside to a nearby classroom or stay in the classroom you are in
- Listen for teacher instructions
- Help the teacher if asked to do so
- Sit in desks, conduct class as normal

Office:

Site Secretary: Complete Signal: ring bell; All call (use button, speak into the phone); Keep CELL PHONE nearby. Communicate with Principal/ Superintendent/ or Law Enforcement, as needed.

Principal: Escort all visitors, students, and other office personnel to the office & lock all inner office doors at exit.

- Stay secure until contacted by Law Enforcement, Principal, or Superintendent

Lead:

- Perimeter lockdown- all external gates secure, stay out of sight
- Access cameras, if you can. Relay to Principal or Law Enforcement information

When the event is complete or safe to do so, the Office will coordinate to send an all clear bell and all clear- all call

Some of the reasons for a shelter in place strategy and guidelines are provided in the following text and tables.

Air Quality Guide for Particle Pollution

Harmful particle pollution is one of our nation's most common air pollutants. Use the chart below to help reduce your exposure and protect your health. For your local air quality forecast, visit www.airnow.gov

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good (0-50)	It's a great day to be active outside.	
Moderate (51-100)	Some people who may be unusually sensitive to particle pollution.	<p>Unusually sensitive people: Consider reducing prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier.</p> <p>Everyone else: It's a good day to be active outside.</p>
Unhealthy for Sensitive Groups (101-150)	Sensitive groups include people with heart or lung disease, older adults, children and teenagers.	<p>Sensitive groups: Reduce prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath.</p> <p>People with asthma should follow their asthma action plans and keep quick relief medicine handy.</p> <p>If you have heart disease: Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your health care provider.</p>
Unhealthy (151-200)	Everyone	<p>Sensitive groups: Avoid prolonged or heavy exertion. Consider moving activities indoors or rescheduling.</p> <p>Everyone else: Reduce prolonged or heavy exertion. Take more breaks during outdoor activities.</p>
Very Unhealthy (201-300)	Everyone	<p>Sensitive groups: Avoid all physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better.</p> <p>Everyone else: Avoid prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.</p>
Hazardous (301-500)	Everyone	<p>Everyone: Avoid all physical activity outdoors. Sensitive groups: Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.</p>

BIOLOGICAL/CHEMICAL THREAT- CHEMICAL SPILL/TOXIC EMISSIONS

MINOR / LOCAL / HAZMAT INCIDENT IN A BUILDING

If a chemical is reacting in any way, is generating gas or fumes, represents a fire hazard, or is toxic:

1. Evacuate the students from the building, direct students to the nearest safe area, upwind from the incident or classroom
2. If you can: Shut off Building HVAC – Heating Ventilation and Air-Conditioning
3. Notify Administration immediately who will notify 911 for Fire Department / Hazmat response
4. Follow Shelter in Place procedure listed below if instructed to do so by School Authority/Incident Commander

MAJOR / AREA WIDE / HAZMAT INCIDENT

If a spill occurs off campus that could affect our school, the Campus Authority/Incident Commander will make a decision to Shelter in Place or Evacuate depending upon information received. Follow the Shelter in Place-Hazmat procedures below if requested to do so:

1. Close and Lock all Windows and Doors – Open the Shelter in Place Kit
2. Tape any Cracks in Doors and Windows – Wet Towels as Air Filters
3. Wait for the ALL CLEAR – DO NOT GO OUTSIDE UNTIL TOLD

BOMB THREAT

At the time of a bomb threat, the most important task is the acquisition of information. The person receiving the bomb threat should attempt to gather as much information as possible from the person making the threat. On the next page, you will find the "ATF Bomb Threat Checklist". Use it during the phone conversation or immediately afterward.

TELEPHONE PROCEDURES

- Be calm, courteous, listen, and do not interrupt. Take all calls seriously!
- Keep caller on line.
- Get as much information as possible (write it down).
- Leave phone off hook after caller hangs up (can we trace?).
- DO NOT TALK TO OTHERS until principal or designee is located and informed.
- Complete Bomb Threat Checklist.

PROCEDURES AFTER CALL

- Notify principal/designee immediately.
- Give detailed information/notes/checklist.
- Return to assignment and await instructions.

ACTION PLAN

- Upon notification of bomb threat at school, secure class lists, roll book, keys, weather-appropriate clothing.
- You may be asked to evacuate, you may be asked to remain in class: be flexible!
- Do not utilize school or personal cellular phones as this could activate bomb.

EVACUATION (SIGNAL OR INSTRUCTION)

- Inform students of event, leave classroom, and proceed to designated area immediately- await instructions, do not return to classroom until "All Clear" signal or instruction.

REMAIN IN CLASSROOM

- Follow procedures as directed.

SUSPECTED EXPLOSIVE DEVICE

Never touch or move any suspicious objects.

- Keep all school personnel away from object.
- Call local law enforcement and report location of device.
- Call district/director.

BOMB THREAT CHECKLIST:

BOMB THREAT CHECKLIST

If you receive a bomb threat by telephone, more than likely you will not have this checklist by your side. Please read thoroughly to familiarize yourself with the things you will be asked to identify and verify after the threat is received.

Call Received by: _____
Time: _____
Date: _____

ASK THESE QUESTIONS

Where is the bomb? _____
What kind of bomb is it? _____
When will it go off? _____
What size is the bomb? _____
Why are you doing this? _____

EVALUATE THE VOICE OF THE CALLER

_____ Man
_____ Woman
_____ Boy
_____ Intoxicated/Drugged
_____ Speech Impediment
_____ Girl
Ethnic Characteristics (Accent, Dialect) _____
Other _____

LISTEN FOR BACKGROUND NOISE

_____ Music - What kind? _____
_____ Machinery - What kind? _____
_____ TV/Radio _____
_____ Weather (Wind, Rain) _____
_____ Street Noise - What kind? _____
_____ Office Noise - Typing/Telephones, etc. _____
_____ Babies/Children _____
_____ People Talking in Background _____
_____ Airplane _____
_____ Other _____

EXACT WORDING OR PHRASES USED BY CALLER

SEVERE WIND/WEATHER

Scott Valley Unified School District Board Policy 3516.5: Emergency Schedules provides policy for the actions taken when hazardous environmental or weather condition or other emergencies warrant.

Due to our climate, severe wind and weather is a common occurrence during the winter months. In the rare event that school is called, due to winter weather, the following procedures will be followed:

Prior to the start of the school day, notices of school closure or delayed start will be deployed in accordance with Board Policy and utilize several notification systems to include ParentSquare using the primary number that is on file in our Student Information System: Aeries. The communication will be transmitted via text, voice, and email.

During the school day, all effort will be made to maintain a regular school day. In the event the weather is going to cause bus transportation to not run, school may be closed early ensuring students are supervised until safe transportation is facilitated.

All school sites will be have clear and ice-free walkways to the maximum extent possible during the winter. The District Maintenance staff works diligently to ensure the safe egress of our students, staff, and parents.

DROP, COVER & HOLD ON PROCEDURES

Scott Valley Unified School District Board Regulation 3516.3: Earthquake Emergency Procedure System provides guidance and procedures in the event of an earthquake. Procedures are aligned with the National Incident Management System and Standardized Emergency Management System (see Incident Command System Assignments For Scott Valley Unified for details).

Drop, Cover, and Hold on is a procedure designed to keep you safe during an earthquake and help prevent injuries. The larger an earthquake is the more potential it has for causing damage, injury, and even death.

DROP where you are, onto your hands and knees. This position protects you from being knocked down and reduces your chances of being hit by falling or flying objects.

COVER your head and neck with one arm and hand.

- If a sturdy table or desk is nearby, crawl underneath for shelter.
- If no shelter is nearby, crawl next to an interior wall.
- Stay on your knees; bend over to protect vital organs.

HOLD ON until the shaking stops.

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

If you use a cane: DROP, COVER, and HOLD ON or sit on a chair, bed, etc. and cover your head and neck with both hands. Keep your cane near you so it can be used when the shaking stops.

If you use a walker or wheelchair: LOCK your wheels (if applicable). If using a walker carefully get as low as possible. Bend over and COVER your head/neck with your arms, a book, or a pillow. Then HOLD ON until the shaking stops.

Once the shaking has stopped

- Assess the area around you
- Render any aid you can
- Call for medical or rescue assistance if necessary
- Evacuate to an open area safely - Stay away from overhead fixtures, windows, skylights, filing cabinets and bookcases.

REMEMBER -- expect aftershocks, do not re-enter a building. Beware of falling debris or electrical wires, do not use the telephone unless for emergency assistance.

EVACUATION PROCEDURES

Each school site maintains specific evacuation procedures:

Etna High School:

My School Evacuation Point is: Etna Elementary School 467-3320.

In a School Evacuation - My Primary Rally Point is: the Scott Valley Berean Church at 137 Church Street 467-3715 or 467-3552 .

In a School Evacuation My Secondary Rally Point is southwest corner of the school property.

All faculty and students shall take their personal belongings and shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

When the "ALL CLEAR" is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building. In a lockdown, everyone remain in rooms until your door is unlocked by school officials, law enforcement or rescue officers.

Etna Elementary School:

My School Evacuation Point is: Etna High School 467-3244

In a School Evacuation - My Primary Rally Point is: the Scott Valley Berean Church at 137 Church Street 467-3715 or 467-3552 .

In a School Evacuation My Secondary Rally Point is southwest corner of the school property.

All faculty and students shall take their personal belongings and shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

When the "ALL CLEAR" is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building. In a lockdown, everyone remain in rooms until your door is unlocked by school officials, law enforcement or rescue officers.

Fort Jones Elementary School:

My School Evacuation point is Scott Valley Junior High School 468-5565

In a School Evacuation - My Primary Rally Point is baseball field in the northwest corner of the campus.

In a School Evacuation My Secondary Rally Point is the little league ballpark.

All faculty and students shall take their personal belongings and shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

When the "ALL CLEAR" is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building.

Scott Valley Junior High

My School Evacuation Point is Fort Jones Elementary School 468-2412

In a School Evacuation - My Primary Rally Point is the north end of the soccer field.

In a School Evacuation My Secondary Rally Point is southwest corner of the school property.

All faculty and students shall take their personal belongings and shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

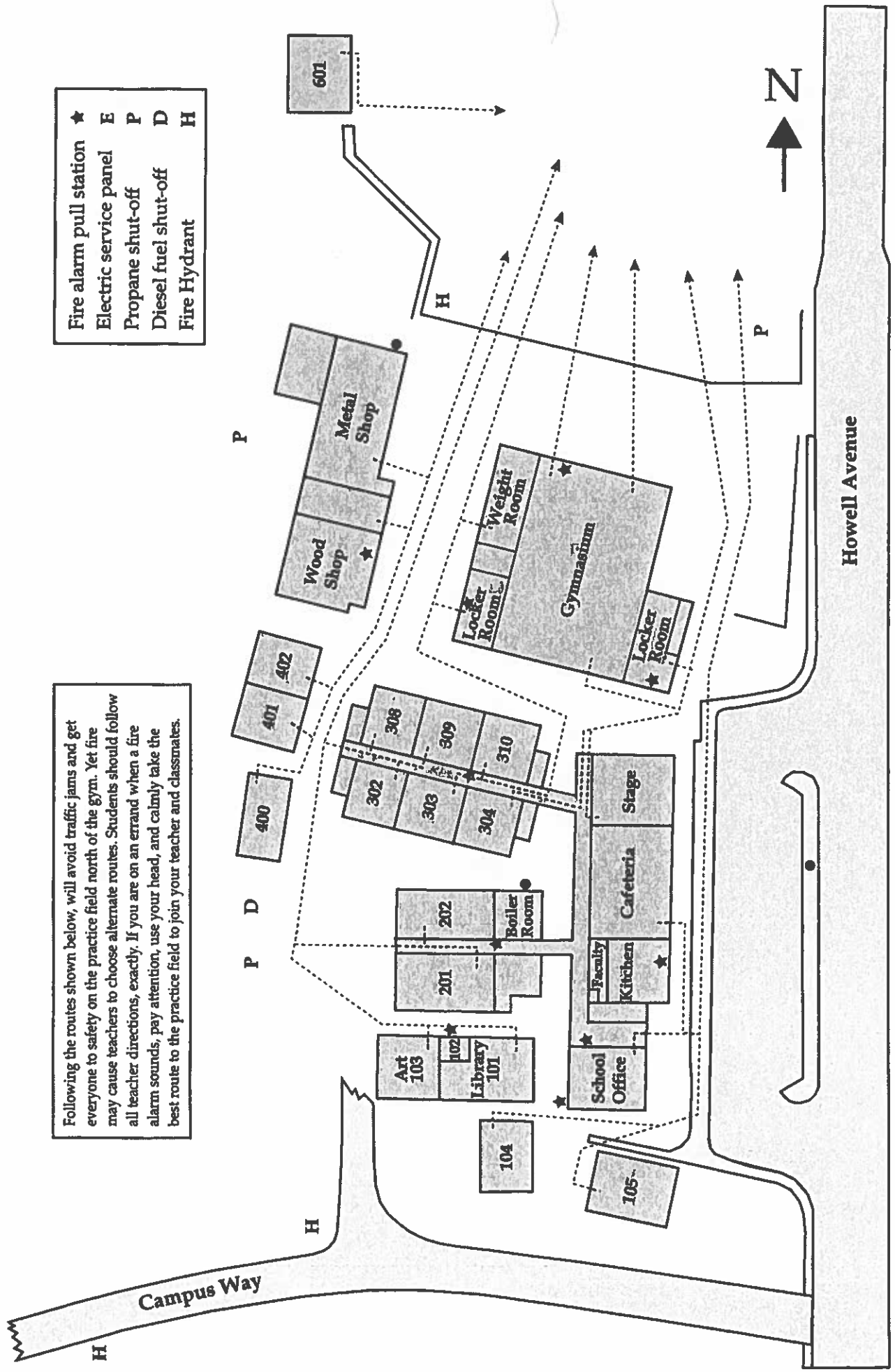
When the "ALL CLEAR" is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building.

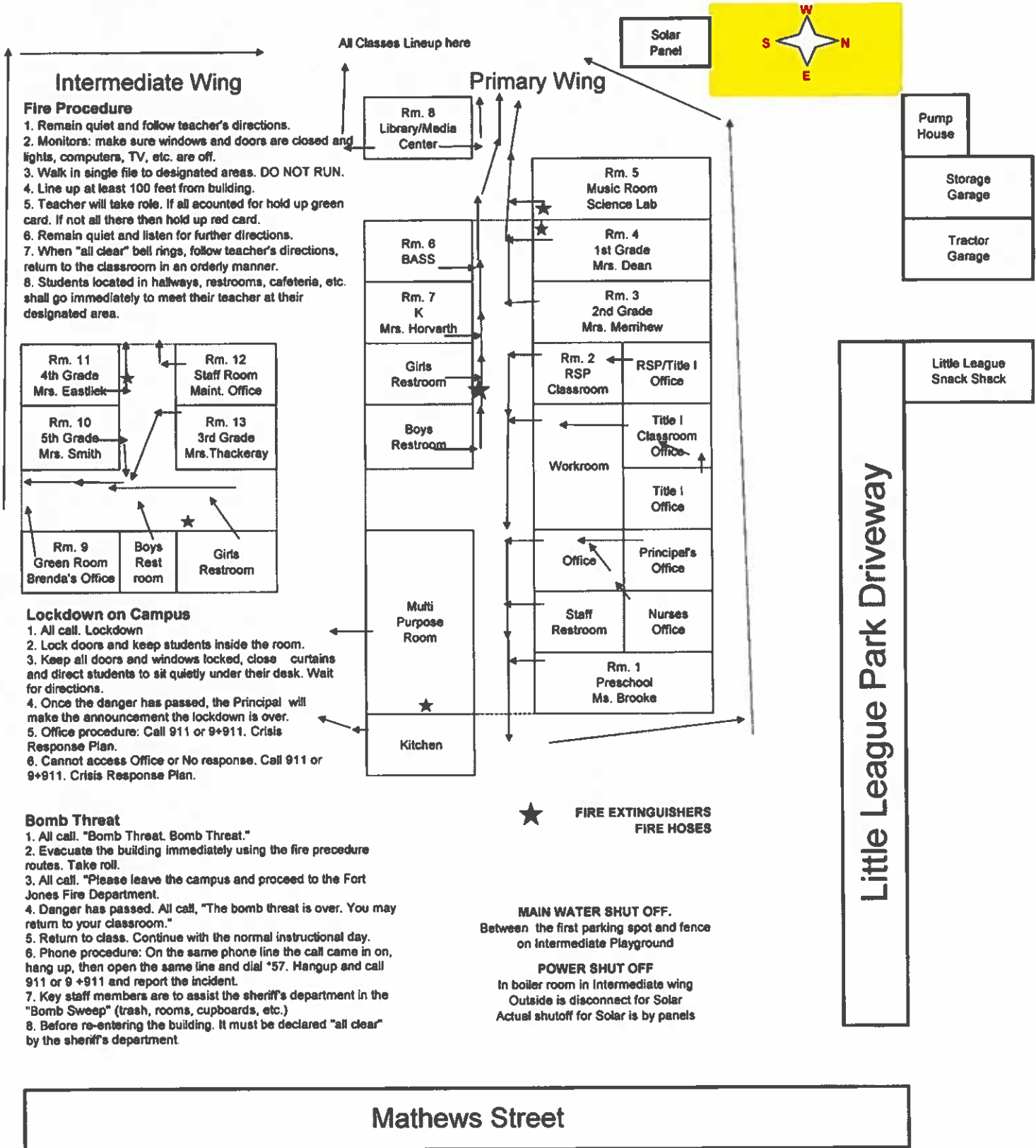
Etna High School Campus Map

Fire Routes, Pull Stations, Service Panels, Shutoffs, & Hydrants

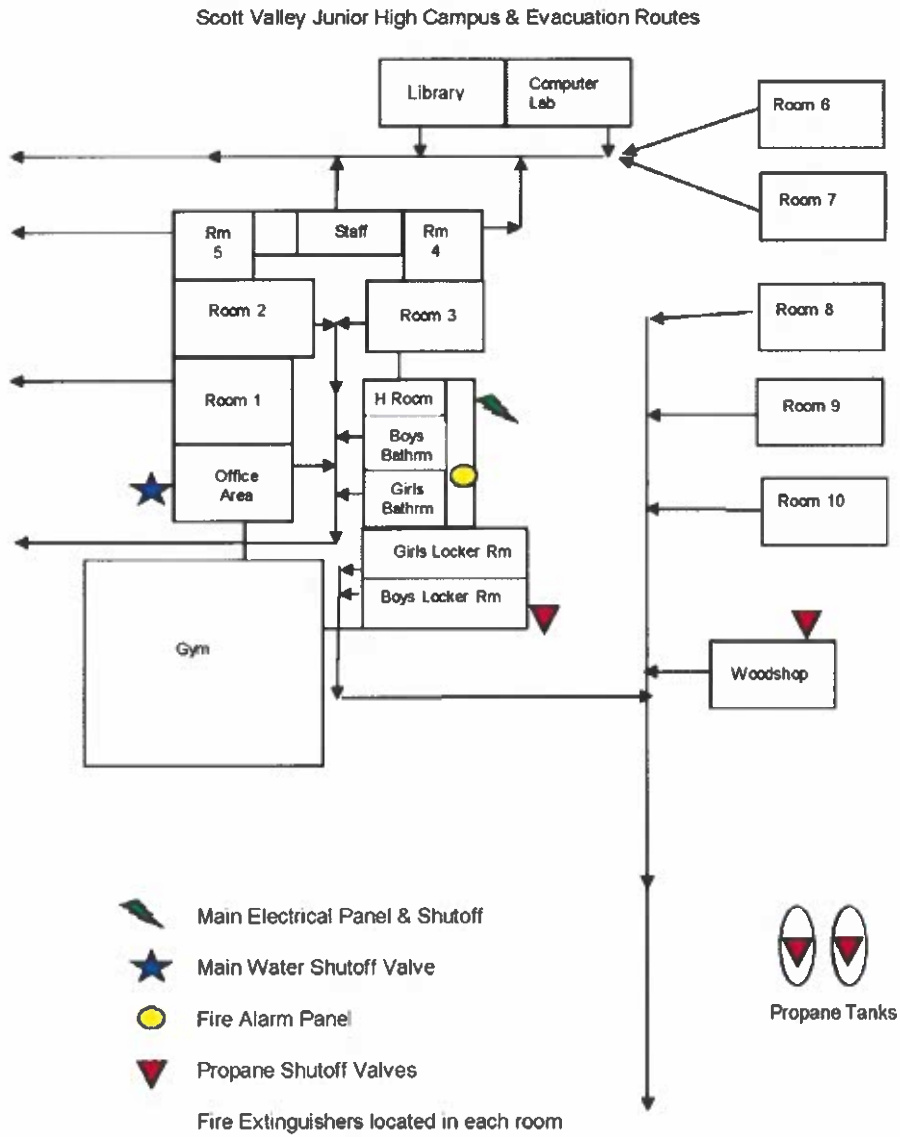
Following the routes shown below, will avoid traffic jams and get everyone to safety on the practice field north of the gym. Yet fire may cause teachers to choose alternate routes. Students should follow all teacher directions, exactly. If you are on an errand when a fire alarm sounds, pay attention, use your head, and calmly take the best route to the practice field to join your teacher and classmates.

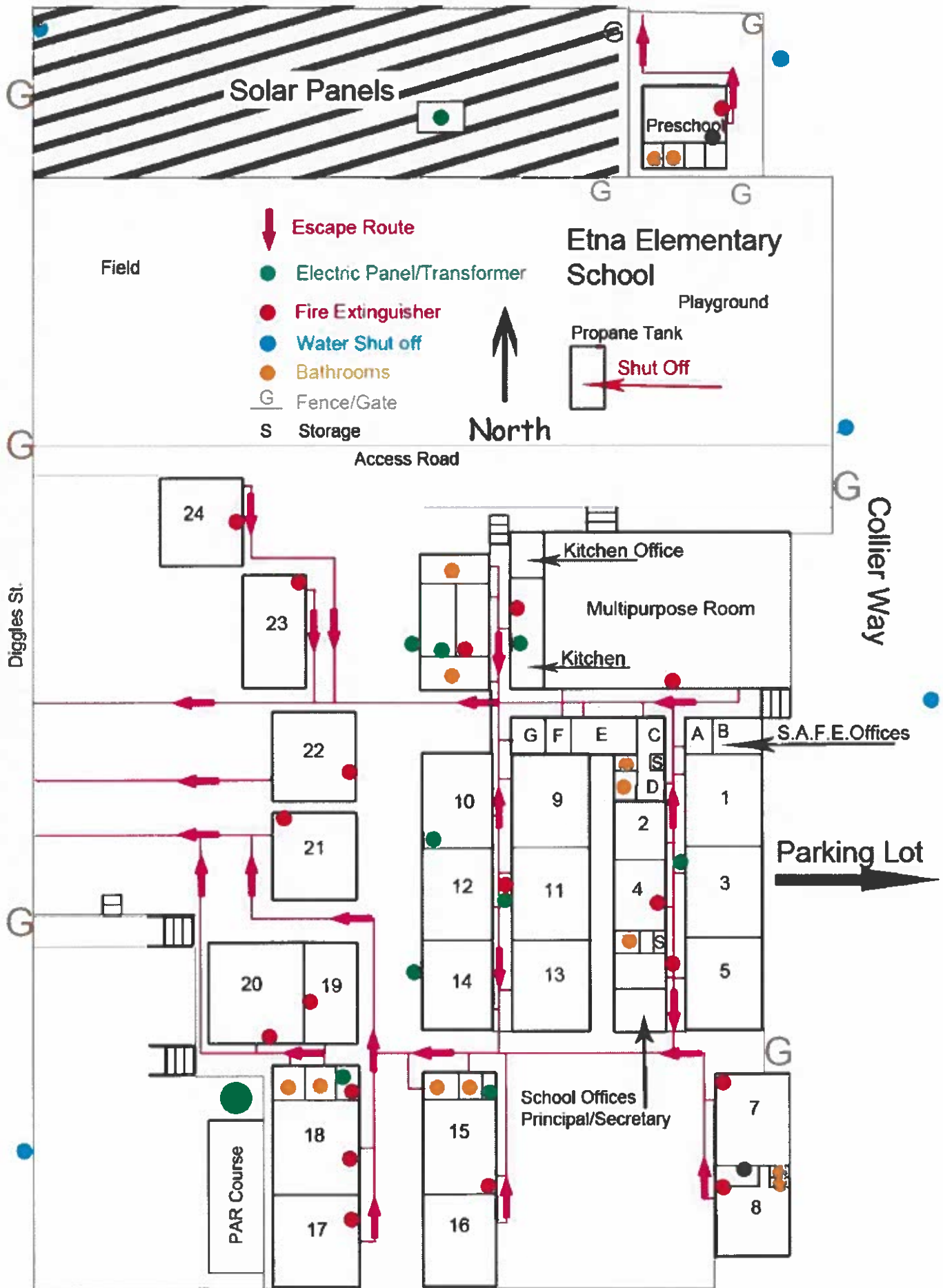
★	Fire alarm pull station
E	Electric service panel
P	Propane shut-off
D	Diesel fuel shut-off
H	Fire Hydrant





Scott Valley Junior High Campus & Evacuation Routes





Incident Command System Assignments For Scott Valley Unified

Incident Commander: Superintendent or Designee/or Principal if Superintendent cannot

- Set priorities for the event
- Manage the event

Command Post

- Support Incident Commander
- 2nd in command
- Work with Law Enforcement, Emergency teams to manage the event

Public Information Officer: District Secretary

- Update information to public on a regular (30 minute) basis
 - Web page
 - Phone message
- News media
- Document time, communications, and incidents as much as possible
 - Routinely disseminate information to teachers and other staff

Liaison: H/ R Director

- Locate all agencies needed for the incident o Liaison between police, fire department, and other agencies
- Take incoming calls and refer to appropriate personnel
 - Log all calls to the extent possible
- Document time, communications, and incidents as much as possible

Operations: Site Secretary

- Call to District office
 - Inform office of incident
 - Ask DO to inform off site agencies
- Damage Location and Assessment
 - Locate, isolate and evacuate in cases of an emergency situation
- Aide in disseminating information to teachers and students
- Gather information from teachers and students
 - Report to incident commander
- Inner perimeter area control
- Campus Evacuation Team
 - Disseminate information to teachers
 - Monitor movement of students

Intelligence/Planning: Site Lead Teacher

- Emergency information
 - Sign-in and out rosters for agency personnel
 - Medical liaison (any student leaving campus)
- Gather all intelligence on the scope of the occurrence, the people and things involved

- Situation status
 - Resource status
- Organize reunification site
 - Separate area for parents to sign out and pick up students (small gym)
 - Parent sign out roster for all students reunified with parent
- Plan for future
 - What people and things will be needed in the future
 - Make lists and distribute to logistics

Logistics: Maintenance Lead

- Obtain all things and information needed (lists/info from Intelligence)
- Maintain staging area (where emergency vehicles and agencies park, etc.)—designated parking area
- Maintain Emergency Operations Center (EOC)—primarily conference room
 - Recent updated information posted (School Incident report forms)
 - Notepads, pens, markers
 - Accident report forms
- Large paper/tablets posted on walls
- Food, water, personal needs of students and staff
- Support Incident Commander

Emergency Telephone Numbers

This table provides contact numbers that may be relevant during an emergency. This list is not all-inclusive but provides relevant numbers. This list will be updated on an annual basis and be provided to all key persons.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	530-468-2727
Fire Department Fort Jones Fire Dept Etna Fire Dept Cal Fire	530-468-2261 530-467-3295 530-468-2696
Local Police Department	Etna PD- 530-467-3400
Sheriff Department	530-841-2900
Hospital Fairchild Medical Center- Etna	530-842-4121 530-467-5393
Nearest Emergency Assistance	911
California Highway Patrol	1-800-835-5247
Electric Company <i>Pacific Power</i>	1-888-221-7070
Water Etna City Hall Fort Jones City Hall	530-467-5256 530-468-2281
The Gas Company Mean Gene's Gas & Suburban Propane	Suburban Propane: 530-842-3575 Mean Gene's Gas: 530-468-5444
The American Red Cross	530-842-4476

CHILD ABUSE REPORTING PROCEDURES

Child abuse has severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. *Reasonable suspicion* means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone: 530- 841-4200**
FAX: 530- 842-6277. This verbal report must be followed by a written report, faxed or mailed: **2060 Campus Drive, Yreka, CA 96097**

California Penal Code 11174.3
"School Interview Law"

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the **interview**. The member of the staff so present shall not discuss the facts or circumstances of the case with the **child**. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** may decline the request to be present at the **interview**. If the staff person selected agrees to be present, the **interview** shall be held at a time during **school** hours when it does not involve an expense to the **school**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip	
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
		ADDRESS				Street	City	Zip	
OFFICIAL CONTACTED - TITLE						DATE/TIME OF PHONE CALL			
						TELEPHONE ()			
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	
								GRADE	
		PHYSICALLY <input type="checkbox"/> DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK	
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS							
		NAME		BIRTHDATE		SEX		ETHNICITY	
		1. _____		3. _____					
		2. _____		4. _____					
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	HOME PHONE ()
								BUSINESS PHONE ()	
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	HOME PHONE ()
								BUSINESS PHONE ()	
D.	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS				Street	City	Zip	
								TELEPHONE ()	
OTHER RELEVANT INFORMATION									
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT			
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

State of California EDUCATION CODE Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.

(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in

Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w)(1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

(Amended by Stats. 2019, Ch. 279, Sec. 2. (SB 419) Effective January 1, 2020.)

EXPULSION POLICY

Expulsion is the removal of a pupil from enrollment in a school or the district as ordered by the Board of Education. Pupils can be expelled only for those reasons for which they can also be suspended.

Mandatory Expulsion – State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at a school or at a school activity [Education Code 48915]:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Discretionary Recommendation – The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, unless particular circumstances make expulsion inappropriate [Education Code 48915]:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable value use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

State law provides for due process and rights to appeal any order of expulsion.

DISCRIMINATION & HARASSMENT POLICIES

Scott Valley Unified School District policies are provided for reference and maintained by the Governing Board.

Discrimination Policy

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The *Human Resources Director* handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

Student Sexual Harassment Policy

The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Board expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal or Designee or to another District Administrator. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

DEFINITION

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

INSTRUCTION/INFORMATION

The Superintendent or designee shall provide to all district students age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made.

COMPLAINT PROCESS

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment

involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

DISCIPLINARY MEASURES

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

RECORD KEEPING

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

PROHIBITED SEXUAL HARASSMENT CONDUCT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

NOTIFICATIONS

A copy of the district's sexual harassment policy and regulations shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, trimester, semester or summer session
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct
5. Be provided to employees and employee organizations

COMPLAINT PROCEDURE

1. Informal Resolution
 - a. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in conduct that such conduct is offensive and must stop.
 - b. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment shall inform the Principal, Vice Principal, immediate supervisor, or designee so that he/she may take remedial action.
2. Formal Complaints
 - a. An aggrieved student may file a written complaint with the Principal, Vice Principal, or designee. A copy of the written complaint shall be forwarded to the Superintendent or his designee.
 - b. The informal resolution procedures set forth above are not a precondition to the filing of a complaint.
 - c. Students filing a complaint need not file a complaint with a person they feel is sexually harassing them.

INVESTIGATION OF COMPLAINTS AT SCHOOL (SITE-LEVEL GRIEVANCE PROCEDURE)

2. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who witnessed the conduct complained of
 - d. Anyone mentioned as having related information
3. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
4. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent or designee
 - b. The parent/guardian of the student who complained
 - c. If the alleged harasser is a student, his/her parent/guardian
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - e. Child protective agencies responsible for investigating child abuse reports
 - f. Legal counsel for the district
 - g. Law enforcement
5. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
6. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
7. To determine the severity of the harassment, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' education
 - b. The type, frequency and duration of the misconduct
 - c. The number of persons involved

- d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
8. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
 9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
 10. Within ten school days after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

ENFORCEMENT

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following: Removing vulgar or offending graffiti; providing staff inservice and student instruction or counseling; notifying parents/guardians of the actions taken; notifying child protective services and/or law enforcement; taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

APPEAL TO THE BOARD OF TRUSTEES

The complainant may appeal the decision of the Superintendent to the Board of Trustees in writing. The Board of Trustees shall hear the matter at the next regularly scheduled meeting. At the conclusion of the hearing the Board shall adopt written findings of fact and make a decision.

General Harassment Policy

It is the policy of the Scott Valley Unified School District to provide fair and equal treatment to all staff members. In an effort to advance this policy, we have found it necessary to formulate a statement regarding harassment. Harassment creates a negative work environment and affects the work performance of all employees.

1. Pursuant to Education Code section 212.5, unwelcome advances, requests for favors, and other verbal, visual or physical conduct constitute harassment when:
 - A. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
 - B. Submission to, or rejection of, the conduct is used as the basis for an employment decision affecting the harassed employee.
 - C. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
 - D. Submission to, or rejections of, the conduct is the basis for any decision affecting the benefits, services, honors, programs or other available activities.
2. Unlawful harassment may take many forms, including but not limited to:
 - A. VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted advances, invitations or comments.
 - B. VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
 - C. PHYSICAL CONDUCT such as assault. Blocking normal movement, or interference with work directed at you because of your sex or other protected basis.
 - D. THREATS AND DEMANDS to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
 - E. RETALIATION for having reported the harassment.
3. Any person believing he/she is a victim of harassing behavior should notify the Human Resources Director or a District Office Management person unassociated with the employee's assigned worksite. The Human Resources Director or the District Office Management Person will:

- A. Fully inform the employee of his/her rights.
- B. Appoint a three (3) member committee to immediately conduct a thorough, objective and complete investigation of the alleged harassment, report the committee findings to the Superintendent, or the Board of Education if the Superintendent is the accused harasser, who must make a determination about whether unlawful harassment occurred and communicate this alleged finding to the harasser and any other concerned party; and the Superintendent of the Board of Education will take prompt and effective remedial action if harassment has occurred.

The action must be commensurate with the severity of the offense and be made known to the victim.

ALL HARASSING BEHAVIOR IS CONSIDERED MISCONDUCT AND MAY SUBJECT AN EMPLOYEE TO DISCIPLINARY

ACTION AND/OR IMMEDIATE TERMINATION.

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party and the person accused of harassment will be kept confidential.

NOTIFICATION OF VIOLENT STUDENTS (ED. CODE 49079)

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this administrative procedure is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.

B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will work with the student.

C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this administrative procedure, the following terms have the meaning given them.

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School Staff Member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this administrative procedure, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this administrative procedure, that the substitute will be overseeing a student with a history of violent behavior.

All reports of dangerous, violent, or unlawful activity, whether known or threatened, will be treated as legitimate threats and acted upon accordingly.

SAFE INGRESS AND EGRESS OF STUDENTS, PARENTS/GUARDIANS AND EMPLOYEES

Etna High School

Etna High School has several entrances to the campus. The main entrance is at the front of the school. Handicapped and visitor parking are accessible from this area. The student drop off area is also at the front of the school. Parking in the front parking lot of the school is designated as staff and visitor parking. There is also handicap parking available in the front parking area.

Parking for sports activities can be accessed from the North parking lot entrance, on the street, and the parking lot to the South of the school, off Campus Way. Student drop off areas are supervised before school and after school to maintain a safe environment. See the attached evacuation map of the campus for entrance and exit areas.

Scott Valley Junior High

Scott Valley Junior High has one entrance to the campus. The main entrance is at the front of the school. Handicapped and visitor parking are accessible from this area. The student drop off area is also at the front of the school. Parking in the main lot of the school is designated as staff and visitor parking. There is also handicap parking available in the front parking area.

Parking for sports activities can be accessed from the main parking lot, as well as street parking. Student drop off areas are supervised before school and after school to maintain a safe environment. See the attached evacuation map of the campus for entrance and exit areas.

Etna Elementary School

Etna Elementary School has several entrances to the campus. The main entrance is at the front of the school. Handicapped and visitor parking are accessible from this area. The student drop-off area is also at the front of the school. Parking in the lot across, from the school, across State Highway 3 is designated as staff and visitor parking. There is also handicap parking available at the back entrance of the school, on the street.

Parking for sports activities can be accessed from the front parking lot Student drop off areas are supervised before school and after school to maintain a safe environment. See the attached map of the campus for entrance and exit areas.

Fort Jones Elementary School

Fort Jones Elementary School has one entrance to the campus. The main entrance is at the front of the school. Handicapped and visitor parking are accessible from this area. The student drop-off area is also at the front of the school. Parking in the south lot of the school is designated as staff parking. There is also handicap parking available in the south parking area.

HATE CRIME REPORTING PROCEDURES

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

OPIOID OVERDOSE PROTOCOL

Opioids are a class of drugs used to reduce pain. Prescription opioids can be prescribed by doctors to treat moderate to severe pain but can also have serious risks and side effects. Common types of opioids are oxycodone (OxyContin), hydrocodone (Vicodin), morphine, fentanyl, xylazine and methadone.

Substance abuse can happen to anyone. Anyone can use drugs, anyone can become addicted, and anyone can overdose.

Pay attention to significant changes in the physical appearance, attitude and/or behavior of the individual.

Warning Signs and Symptoms of Opioid Use

Physical Signs

- Physical appearance
- Small pupils
- Decreased respiratory rate
- Non responsiveness
- Drowsy
- Loss or increase in appetite
- Weight loss or weight gain
- Intense flu-like symptoms (nausea, vomiting, sweating, shaky hands, feet or head, large pupils)
- Wearing long-sleeves or hiding arms

Behavioral Signs

- Change in attitude and/or personality
- Tendency to avoid contact with family and/or friends
- Change in friends, hobbies, activities and/or sports
- Drops in grades or performance at work
- Isolation and secretive behavior
- Moodiness, irritability, nervousness, giddiness
- Tendency to steal

Advanced Warning Signs

- Missing medications
- Burnt or missing spoons and/or bottle caps
- Syringes
- Small bags with powder residue
- Missing shoe laces and/or belts

What is Naloxone?

Naloxone is a life-saving medication that can reverse an overdose from opioids—including heroin, fentanyl, and prescription opioid medications—when given in time. Naloxone is easy to use and small to carry. There are two forms of naloxone that anyone can use without medical training or authorization: prefilled nasal spray and injectable.

How Does Naloxone Work and How do You Use it?

Naloxone quickly reverses an overdose by blocking the effects of opioids. It can restore normal breathing within 2 to 3 minutes in a person whose breath has slowed, or even stopped, as a result of opioid overdose. More than one dose of naloxone may be required when stronger opioids like fentanyl are involved.

Naloxone won't harm someone if they're overdosing on drugs other than opioids, so it's always best to use it if you think someone is overdosing.

If you give someone naloxone, stay with them until emergency help arrives or for at least four hours to make sure their breathing returns to normal.

Signs of Overdose

Recognizing the signs of opioid overdose can save a life. Here are some things to look for:

- Small, constricted "pinpoint pupils"
- Falling asleep or losing consciousness
- Slow, weak, or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

Recognizing Opioid Overdose

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.

Call **911 immediately** if a person exhibits **ANY** of the following symptoms:

- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

Treating Opioid Overdose

If you suspect someone is experiencing an opioid overdose, immediately consider the following actions to save their life:

- Call **911**
- If the person has stopped breathing or if breathing is very weak, begin CPR (ideally performed by someone who has training)
- If available, treat the person with naloxone to reverse opioid overdose

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, treat it like an overdose—you could save a life.

- **1**
Call 911 Immediately.
- **2**
Administer naloxone, if available.
- **3**
Try to keep the person awake and breathing.
- **4**
Lay the person on their side to prevent choking.
- **5**
Stay with the person until emergency assistance arrives

School Plan for Student Achievement (S.P.S.A.)

2023-24

Etna Elementary
Etna High School
Fort Jones Elementary
Scott Valley Junior High

School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Etna High School	47-76455-4733309	January 31, 2024	February 21, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Etna High School staff has been collectively and actively participating in disaggregating data for many years. With our LCAP and our WASC process, we are in a continuous cycle of improvement with our identified critical student learning needs. This SPSA plan is another step in this cycle, allowing EHS to examine our goals in relation to the California School Dashboard.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our school and LCAP goals for the past several years have been examining processes to increase our college and career readiness in our graduates. We have also determined the struggles of our special populations students and the need to improve academic and social behaviors of our students through achievement and discipline data. This process meets all reporting requirements.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our school site council consists of teachers, parents, classified employees, community members, and high school students. Members are elected at the beginning of the school year by peers. They meet quarterly with the principal to review and evaluate school improvement programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School Site Council has reviewed resources provided to students and have found no inequities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Increase the number of students who are college and career-ready. These results will be reported annually by our California School Dashboard. Our California School Dashboard report provides our parents and educators with meaningful information on school and district progress to guide decisions to improve student learning. The California School Dashboard goes beyond test scores and provides a more complete picture of how schools and districts are meeting the needs of all students.

Identified Need

Increase CTE opportunities and CTE pathways completion rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A- G completion rate	47% graduated completed A-G requirements	Maintain 50% or higher A-G completion rate
AP Score of a 3 or greater	38% earned a 3 or greater on an AP Exam	Maintain 40% or higher of students earning a 3 or greater on an AP Exam
EAP	23% of students met EAP readiness in ELA 23% of students met EAP readiness in Math	30% of students will meet EAP readiness in ELA 30% of students will meet EAP readiness in Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th – 12th

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th – 12th

Strategy/Activity

Ensure 100% students have access to high quality devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

With support from SVJH Administration and Science team, EHS will pilot NGSS curriculum when there is an option available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

The district will send teachers to trainings, work with SCOE and their PD calendar and bring presentations to district employees accordingly. Specifically, the district-wide goal will be to better serve and understand our trauma affected students. We will be focusing on the socio-emotional development of our unduplicated students, who struggle at school.

Proposed Expenditures for this Strategy/Activity

6,000

Lottery: Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

Continue to evaluate course options for the Master Schedule

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

Our on-campus Upward Bound federal grant program serves its EHS participants within our school day with academic counseling, and tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

23117.

Other

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Increase the CAASPP Math and English language arts scores of our special population students

Identified Need

Increase graduation and attendance rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Exams	CAASPP Grade 11 ELA Meet/ exceed: 72% CAASPP Grade 11 Math Meet/ exceed: 60%	CAASPP Grade 11 ELA Meet/ exceed will maintain above 70% CAASPP Grade 11 Math Meet/ exceed will maintain above 70%
Graduation Rate	94%	98% or greater graduation rate
High School Drop Out Rate	6%	Maintain high school drop out rate less than 2%
Attendance Rate	94%	96% attendance rate
A-G Completion Rate	42.9% of graduates completed A-G Requirements	50% of graduates will complete A-G requirements

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

INSTRUCTION: Title I will continue to fund tutoring services at Etna High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,886

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

INSTRUCTION: Supplement staffing at EHS for intensive instruction in Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50,008

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title VI Students

Strategy/Activity

INSTRUCTION: The objective is to improve CAASPP test scores in both ELA and Math through supporting our Title VI students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,571

Title VI Part B: Rural Education Achievement Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th -12th

9th -12th

Strategy/Activity

On campus Upward Bound federal grant program provides tutoring and academic supports to EHS Upward Bound students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

23117.

Other

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Improve students' academic and social behaviors

Identified Need

Decrease suspension rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	94%	Continue to have graduation rates at or above 98%
Expulsion & Suspension rates	7.2%	Reduce by 3%
Attendance Rate	94%	Increase to 96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th-12th

Strategy/Activity

PUPIL ENGAGEMENT/PROFESSIONAL DEVELOPMENT: Allocate funds for professional development for training in SEL, Restorative Practices, and instructional and data technology integration. All of these programs contribute to maintaining strong student engagement in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th - 12th

Strategy/Activity

SCHOOL CLIMATE: The district will continue its efforts in developing and establishing quality programs. We will collaborate with ANAV's Native Connections to provide therapeutic and leadership opportunities for students. We continue to work with Siskiyou County Probation and Etna Police Department to support outreach efforts to resolve truancy and chronic absence issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$47,236.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,699.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$4,886.00
Title II Part A: Improving Teacher Quality	\$50,008.00
Title VI Part B: Rural Education Achievement Program	\$2,571.00

Subtotal of additional federal funds included for this school: \$57,465.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$1,000.00
Lottery: Instructional Materials	\$18,000.00
None Specified	\$0.00
Other	\$46,234.00

Subtotal of state or local funds included for this school: \$65,234.00

Total of federal, state, and/or local funds for this school: \$122,699.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leq/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leq/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scott Valley Junior High School	47-76455-6105480	February 14, 2024	February 21, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Scott Valley Junior High School utilizes a variety of strategies and techniques to help every student find success. Our Master Schedule is designed to hold all core classes in the first five periods, allowing for intervention the last two class periods. We use computer-based program, small group

settings, and daily intervention pullouts to target student needs. As a Title I school, we schedule a paraprofessional into high need subjects, and also have an afternoon intervention block that serves student academic needs. SVJH also has a Title VI grant that funds a part time tutor, who pushes into classes during the regular school day, works with small groups in the afternoon, and even offers assistance to distance learners via daily Google Meets. Continuous monitoring of student success, extracurricular opportunities, community service activities, and recognizing student achievements contribute to creating well rounded students.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SVJH seeks out parents to nominate and then vote for other parents for the School Site Council committee in September, as well as staff nominations and votes. The SPSA is discussed at our first SSC meeting, gathering input and updating parents on progress from previous school year. Goals, updates and input are also discussed with school staff at staff meetings and individual teacher/ admin meetings in September/ October/ November. The updated SPSA is reviewed again in December and/or January with both the school staff and Site Council committee prior to sending to school board for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

ELA Goal

To improve skills, grades and test scores of under-performing students, SVJH will increase the percentage of students who are meeting or exceeding the standard by 5%.

To improve student engagement and homework completion, SVJH will provide intervention sessions for all students, offer homework help in the afterschool program, and small group homework completion time to target this goal.

Identified Need

Reading comprehension scores need to increase to improve student ability to meet grade alike standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student STAR Assessment results and CAASPP results	STAR Reading scores: 6th grade- 6.4 (7.27), 7th grade- 7.49 (7.80), 8th grade- 8.51 (8.74). CAASPP ELA scores: 6th grade- 2522 (2542), 7th grade- 2510 (2567), 8th grade- 2564 (2518).	Students will increase performance on the STAR Reading test by at least 10 points. Students will increase performance on the CAASPP by 6 points on the mean scaled score.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide intervention opportunities for all students with English and Social Studies teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6350

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide after-school tutoring in SAFE, and Title VI tutoring and differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1495

8067

12000

Source(s)

After School and Education Safety (ASES)

Title VII Part A: Indian Education

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

3. Provide instructional aide support to students needing accommodations and modifications who have learning disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15602

Source(s)

Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4. Coordination of school wide Title I program and monitoring of student progress. The school has established homework help time to assist in homework completion and reteaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5805

Title I Part A: Allocation

200

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5. Supplies and curriculum- Utilizing curriculum resources such as IXL, MyON, Accelerated Reading and Study Sync to improve student knowledge and foundational skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6350

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6. Professional Development- Provide professional development opportunities in subject areas, curriculum development, online resource programs, and collaboration time to coordinate with ELA teachers to identify students with high needs to schedule differentiated instruction and improve teaching strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

750

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

7. English Learners receive ELD every week from a certificated teacher. They also receive services from regular classroom teachers using EL and SDAIE strategies.

EL students are tested by the district EL coordinator using the ELPAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

8. Students will be challenged to meet their Accelerated Reader goal each marking period and incentives will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies had a positive impact on the overall achievement of students in their respective classes. The 7th & 8th grade students seemed to utilize the time with staff more effectively, and in turn completed more assignments which led to higher achievement in their English classes. 8th grade reading comprehensive increased from 6.8 to 7.3, 7th grade increased from 6.5 to 7.0, and 6th grade from 5.3 to 7.3.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/ or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Math Goal

To improve skills, grades and test scores of under-performing students. SVJH will increase the percentage of students who are meeting or exceeding the standard by 5%.
 To improve student engagement and homework completion. SVJH will continue to offer enrichment classes and small group instruction to target this goal.
 To establish a base-line on the IXL Math Assessment during the 2019/20 school year.

Identified Need

Homework isn't being completed at home, so in turn we need to offer time and assistance for students to complete their work at school. Homework completion rates need to increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL Math results & CAASPP results	IXL Math results average score: 6th grade- 523 (733), 7th grade- 477 (798), 8th grade- 589 (775). CAASPP math results mean scale score: 6th grade- 2488 (2549), 7th grade- 2521 (2554), 8th grade- 2566 (2507).	Student assessment results will increase to close the gap between the standard and where our scores fall. The IXL results will improve by at least 15 points and the CAASPP scores will increase by at least 6 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide intervention sessions during the regular school day giving students the opportunity to work with a teacher or paraprofessional in a small group setting or 1:1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Provide after-school tutoring, Title VI tutoring and differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13200

After School and Education Safety (ASES)

2654

Title VII Part A: Indian Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

3. Provide instructional support to students needing accommodations and modifications

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

52547

Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Coordination of school wide Title I program and monitoring of student progress. The school utilizes a paraprofessional to assist teachers during the core classes and then to address individual student needs in the afternoons during intervention sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5805	Title I Part A: Allocation
200	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Supplies and curriculum.
SVJH utilizes Carnegie math, Khan Academy, Desmos and iXL programs where each student has an account and the software targets areas needing improvement to close the gap, and offers enrichment activities for students at or above grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
1200	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Technology
Use of graphing calculators with Desmos online, and 1:1 Chromebook assignments to complete tasks requiring a device.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Professional Development
Teachers will participate in the Silicon Valley Math Initiative training through the county office of education as an inter-district collaboration to align mapping and fine tune curriculum, as well as gain some new teaching strategies. They will also be offered trainings in Google programs, mental health awareness, and other supplementary programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Professional Development Block Grant

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/ activities implemented work well within our adopted curriculum, master schedule, and student needs. Homework completion improved when students worked in small groups with staff, students and staff utilized online based resources to enrich student knowledge, and schedules were created for student pull-outs to target specific students needing additional time and assistance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the budgeted expenditures, and no differences in the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Science, Social Studies, and Physical Education goals.
To improve skills, grades and test scores of all students.
To improve the physical health of all students.

Identified Need

Increase assignment completion rate for science and social studies, and increase participation in physical education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST results, PFT results, social studies passing rate	The CAST test scores are only for calibration of the test, so scores from the 18-19 school year are not publicly available. Baseline scores will come from the 19-20 school year. (2023 scores unavailable at the time of this update)	At least 70% of students will score "met standard" or higher on the CAST, PFT scores will indicate at least 70% of students meeting standard or higher, and the passing rate for social studies will be at least 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Implement Geography test for 6th graders in geography exploratory, and review world and US geography in 7th grade and 8th grade classes respectively, utilize iXL social studies to fill gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Provide after-school tutoring, Title VI tutoring, and intervention sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13200

After School and Education Safety (ASES)

2654

Title VII Part A: Indian Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

3. Provide support to students needing accommodations and modifications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

52547

Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Implement hands-on activities in science to increase student engagement and curiosity aligned with STEMScopes curriculum, and utilize iXL science to help fill gaps in grade appropriate knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Provide a consistent, high quality Physical Education program for all 6-8 grade students, with varied activities to maintain student interest.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The change in Master Schedule provided additional time for math and ELA teachers to continue lessons and activities with the same group of students to increase achievement. The Physical Education program is structured and brings a high set of expectations as far as student effort and participation. A new lead maintenance employee has brought a different set of skills and experiences to help address facility needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Parent Involvement Goal

1. Continue to improve communication with parents about academic progress and school functions.
2. Share information regarding appropriate study skills, technology use and health topics.

Identified Need

Provide opportunities for parents to be involved in their child's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents attending conferences, awards assemblies, and spring project fair.	About 70% of parents attended P-T conferences, and award assemblies were averaging 25 parents. Have not held spring project fair in recent years.	Increase parent attendance at school functions with greater parent/ school communication and increased student interest.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Post grades on-line and upload weekly for parents to review

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Schedule parent conferences and conduct parent conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Student Study Team model is used when parent or teacher requests a meeting to discuss student academic and/ or behavior progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Update website, Facebook, and weekly/ monthly bulletins and newsletters, communicate through Parent Square.

Continue to keep the school website updated to provide stakeholders the most current documents and information regarding school functions, and announce events and changes on Facebook, and provide regular communication through weekly bulletins and monthly newsletters.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Contact parents/guardians when students are not completing work and assign to SAFE homework help and/ or lunch detention to complete work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. Parents are contacted when students receive a disciplinary referral to immediately discuss undesirable behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

7. Upgrade the softball and track areas to make them usable for school activities as well as use for local sports organizations and to host a track meet by 2022-23. The softball field will need a groomed infield, grass outfield, fencing along the foul lines and then dugouts/ benches. The track needs additional sand applied to the surface, a long jump and triple jump strip and pits, and shot put and discus pits that are regulation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	ASB
10000	General Fund
10000	Site Based Gifts and Donations

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Restarting Panther Power, a parent support group for SVJH student activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent communication increased, more parents utilized the Aeries online grading and the GoGuardian feature in Google Classroom to track student progress. We offered parent account setup help. Information was sent home regularly regarding school functions, and the Parent Square feature was used more regularly for reminders. Awards assemblies increased attendance to average 28 family members.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences. We rotated through maintenance staff and did not complete many facilities projects.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

1. The vision of Scott Valley Junior High is to Empower all students to be Kind, Confident, Capable leaders. Our goal is to provide a safe, supportive and healthy learning environment. A high staff to student ratio enables students to receive individual attention which creates a positive learning environment. It also helps teachers to be aware of any problems students may be having. Teachers at SVJH are very nurturing and provide many ways for students to get extra help.

2. The SVJH staff will work together to improve the school climate based on being SAFE, RESPECTFUL, RESPONSIBLE and SUCCESSFUL, as indicated by results from the annual parent survey.

Identified Need

We need a consistent curriculum/ time to implement school wide expectations and activities that teach life skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher survey, student survey, parent survey, total number of Panther Paws vs. referrals	Past parent surveys indicate student respect towards other students is low (<3.2). Teacher confidence in addressing student behaviors without sending student to office.	Student respect towards other students will increase based on survey data, and teachers will gain confidence with learned strategies in handling student discipline issues in class, leading to fewer disciplinary incidences being sent to admin.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Utilize a Student Study Team (SST), which is a formal procedure for communication between staff, county advisors, parents, and students. A student who is not being successful or who is keeping others from being successful may be referred. The SST then finds positive solutions to help all students succeed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Clarify rules and teach expectations in each area of the school each quarter, and hold weekly social-emotional learning activities to discuss/ teach important life skills and promote positive choices. Be Safe, Be Respectful, Be Responsible and Be Successful.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

750

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. The school counselor and principal work with students who are struggling, either academically or behaviorally, to help them be successful, and may refer to outside organizations for additional services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,500

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4. Provide ongoing education to students and staff regarding trauma informed practices utilizing local organizations and not-for-profits, and provide prevention and intervention programs for social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250

Professional Development Block Grant

5000

After School and Education Safety (ASES)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. An after school program (SAFE) is provided for students to get extra help with their homework, receive an after school meal and nutritional snack, and take part in extracurricular opportunities involving arts and crafts, technology, physical activities, and conflict resolution strategies. The maintenance staff will build a greenhouse for use in the SAFE program, and Mr. Forrester will work with SAFE to facilitate our pumpkin patch project.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17200

After School and Education Safety (ASES)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

6. School discipline issues are handled on the day or the day after the occurrence. Parents are informed either by phone or by mail of each discipline referral. Students who continue to violate schoolwide expectations may be referred to a SART committee or Administrative Hearing Panel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are being redirected and reminded of expectations. Regular communication with families helped improve student behavior. Our contracted therapist helped to make significant improvements in the attitude and academic performance of several students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$14,306
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,476.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$12,010.00
Title VII Part A: Indian Education	\$13,375.00

Subtotal of additional federal funds included for this school: \$25,385.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
After School and Education Safety (ASES)	\$50,095.00
ASB	\$2,500.00
General Fund	\$48,550.00
Professional Development Block Grant	\$2,250.00
Site Based Gifts and Donations	\$10,000.00
Special Education	\$120,696.00

Subtotal of state or local funds included for this school: \$234,091.00

Total of federal, state, and/or local funds for this school: \$259,476.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>


Developed by the California Department of Education, January 2019

School Year:

2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Etna Elementary School	47-76455-6050728	February 7, 2024 	February 21, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EES SPSA developed by the SSC aligned with the LCAP, and continue to ensure students with the greatest learning needs are regularly monitored and prioritized, and provided with the necessary instruction to improve academic achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council meets four times during the school year to go over data and approve plans. School programs, enrichment offerings, and interventions are discussed as a result. Parent and student surveys given to gather data. Approved by the Board of Trustees.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The council assessed resources provided to students and have found no inequities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

By June 2024, students in 3rd-5th grade will increase their ELA CAASPP scores from "Standard Nearly Met" to "Standard Met" By 5%. Student progress in reading prior to the ELA CAASPP will be measured by interim CAASPP assessments, and through BPST, Star Reading, quarterly benchmark assessments.

Identified Need

Based on first semester Benchmark Assessments in Star reading for the 2022-2023 school year, 54% of EES students in 3rd grade met the standard; 43% met standard in grade 4; and 36% met standard in grade 5. The 2021/22 state average for reading proficiency on the CAASPP demonstrated that 47.06 % of students met or exceeded state standards in ELA on that measure . Using EES benchmark assessments as a comparison, at the end of the first semester, students in grade 3 were above the average state reading proficiency when compared to CAASPP, and students in grade 4 and grade 5 were below the state average in reading on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
First semester benchmark assessments grade 3:Star reading Reading Fluency:	65% of 3rd grade student met STAR Reading standard on benchmark assessments 68% of grade 3 students met fluency standard on benchmark assessments in fluency	Students will improve by 5%, moving from 54% to 59% in STAR reading; moving from 54% to 59% meeting standard in fluency
First semester benchmark assessments grade 4 Star Reading & Reading Fluency 2022/23 Statewide CAASPP 61%	53% of 4th grade students met STAR Reading standard on benchmark assessments 65% of 4th grade students met fluency standard on benchmark assessments 2022/23 EES CAASPP 61% met standard for reading proficiency	Students will improve by 5%,moving from 43% to 48% in Star reading; moving from 56% to 61% meeting standard in fluency Students at EES will improve by 5% in CAASPP reading from 37% to 42% meeting standard for reading proficiency
First semester benchmark assessments grade 5 Star reading & Reading Fluency 2022/23 Statewide CAASPP 41%	36% of 5th grade students met STAR Reading standard on benchmark assessments 64% of 5th grade students met fluency standard on benchmark assessments	Students will improve by 5%,moving from 36% to 41% in STAR reading; moving from 64% to 69% meeting standard in fluency Students at EES will improve by 5% in CAASPP reading from 35% to 40% meeting

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022/23 EES CAASPP 41% met standard for reading proficiency	standard for reading proficiency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students 3rd-5th grade.

Strategy/Activity

ELA- administer a consistent baseline assessment to students in grades 3rd-5th grade at the beginning of the school year and quarterly. Use district benchmark assessments including the Star Reading test and fluency to determine students for Direct Instruction intervention groups. Students in 3rd-5th grade will participate in the interim CAASPP assessment at least once prior to May 2024

ELA- provide small group targeted instruction based on assessment needs 4x weekly for 30 minutes with literacy lab SIPPS instruction.

ELA- provide technology integration to support student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2) Supplemental instruction for all students scoring at basic or below in reading/language arts on curriculum assessments or below grade level on fluency tests. Instructional plans will depend on individual students' needs and varied to support in areas of growth. Progress will be evaluated frequently to adjust instruction if necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
131,273.00	Title I
47,465.00	Special Education
5,011.00	Title VII Part A: Indian Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

3) English Learners receive services from regular classroom teachers and instructional aides using ELD and SDAIE strategies.
 EL students receive ELL instruction from the Title I and Special Education teachers.
 ELD students are tested annually using the ELPAC.
 Utilize technology via programs like Reading Assistant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

4) Under-performing students, students with two or more races, and economically challenged students receive extra support from classroom instructional aides, differentiated instruction, and special education respectively. Amount already included in activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5) Parent involvement will be attained by regular reporting of student progress on standard-based report cards, weekly and/or monthly newsletter, parent conferences, Parent Square, Facebook posts, school and district websites, and encouraged parent classroom visitations. Additionally, Etna Elementary School parents are actively involved in the school site council and through the PTO.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

6. In ongoing collaboration, teachers share mini lessons with each other that incorporate technology and best instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

7. California Common Core State Standards professional development - teachers and principal attend training opportunities over the course of the year and share out with other staff upon completion. All teachers work on pacing for 2023-2024 aligned with state standards during staff development day and during collaboration days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750.00

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation made, progress being continually monitored by teachers and the School Principal at end of each quarter. Using benchmark and CAASPP data to help drive instruction and identify areas of improvement. Collaboration with grade alike and TK-2 feeder school teachers to better develop district plans and goals and work on district wide learning targets.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to use the budgeted monies for their intended use.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Etna Elementary School will implement strategies to address learning loss and accelerate learning progress. Teachers will assess students' work and provide tutorial instruction or extra help. Principal will monitor these efforts, provide support, meet with teachers regularly, intervene with greater or less guidance, as needed. The Principal will assess regularly and meet with teachers in One to One meetings. Student Progress Monitoring Conferences will be conducted quarterly to monitor student progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

By June 2024, students in 3rd-5th grade will increase their Math CAASPP scores from "Standard Nearly Met" to "Standard Met" by 5%. Student progress in math prior to the CAASPP will be measured by interim CAASPP assessments and quarterly by IXL diagnostic tests.

Identified Need

Based on first semester IXL benchmark testing for 2022-2023, 21% of EES students in 3rd grade met or exceeded standard; 30% met standard in grade 4; and 16% met or exceeded standard in 5th grade. The 2021/22 state average math scores on the CAASPP demonstrated that 33.38% of students met or exceeded state standards on that measure. Comparing Etna Elementary School IXL benchmark assessments at the end of the first semester all grade levels are below the 2021/22 state average on CAASPP mathematics. EES grade 4 students exceeded the state average in mathematics on CAASPP in 2021/22. For 2021/22, EES students in grade 5 were below the state average by 4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math scores grade 3	42% of 3rd grade student met standard on benchmark assessments IXL Math	Students will improve by 5%, moving from 21% to 26% on IXL Benchmark assessments
First Semester Benchmark Assessments Grade 4 IXL Math 2021/22 Statewide CAASPP 33.38 % met standard in mathematics	30% of 4th grade students met standard on benchmark assessments IXL Math 2022/23 65% of EES students met CAASPP standard in mathematics	Students will improve by 5%, moving from 30% to 35% on IXL Benchmark assessments Students will improve by 5% moving from 47% to 52% on CAASPP math proficiency
First Semester Benchmark Assessments Grade 5 IXL Math 2021/22 Statewide CAASPP 33.38% met standard in mathematics	34% of 5th grade students met standard on benchmark assessments IXL Math 2022/23 59% of EES students met CAASPP standard in mathematics	Students will improve by 5%, moving from 16% to 21% on XL Benchmark assessments Students will improve by 5% moving from 29% to 34% on CAASPP math proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math- administer a consistent baseline assessment to students in grades 3rd-5th grade at the beginning of the school year and quarterly. Use district benchmark assessments and IXL Diagnostic test to determine students for Differentiated Instruction intervention groups.

Students in 3-5th grade will participate in the interim CAASPP assessment prior to May 2024.

Math- provide small group targeted instruction.

Math- provide technology integration to support student outcomes.

Supplemental math instruction targeting eligible students for the Title VI program and students with two or more races.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students in 3rd-5th grade will participate in the interim CAASPP assessment prior to May 2024.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math- provide small group targeted instruction based on assessment needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math- provide technology integration to support student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

All teachers shall dedicate a minimum of 60 minutes to math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Using California State Standards, pacing guides and common districtwide quarterly learning targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of general funds and Title 1/Title VI supported targeted instructional support to classroom instruction, has resulted in increased proficiency for all grades 3-5 at EES.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Items budgeted were used to support this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We would like to see growth on CAASPP scores for all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Etna Elementary will utilize Tier 1 and Tier 2 counseling interventions, Positive Behavior Intervention and Support systems, and whole class instruction in social-emotional learning to help support all students with appropriate behaviors.

Identified Need

Lack of experience in positive social interaction within group learning activities, (post covid interruption of school), disruptive behavior in class by a limited number of students, and playground conflicts are affecting the learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Incidents	Dashboard Data/Aeries Data	Increased focus on instruction in the classroom, decrease suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1. Student success team will identify Tier 1 and Tier 2 interventions, including implementation of PBIS systems/strategies, identified as: individual counseling, individual and small group guidance (SEL), coordination of effort with private practitioners, and family outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,011.00	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2. Teachers and administration will identify disruptive or aggressive student behaviors, plan for positive reinforcement strategies to be used in classrooms and school wide; and/or may result in behavior support plans or counseling services in coordination with parents/guardians.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3. Teachers and administration will share strategies to incorporate positive behavior support during collaboration time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

4. A school wide incentive system will be utilized to sustain positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5. Second Step or comparable curriculum will be used in all classes and lessons taught weekly in all classes by the SEL team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Active parent outreach for identification of need and targeted academic interventions, as well as attendance concerns with all students, and specifically students with two or more races, through the Student Success Team process, collaborative efforts with the county truancy team, and/or individual parent conferencing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies were implemented. We have seen less escalated behaviors during the second quarter but saw a growing need for more support for a limited number of high impact students that were unable to control certain behaviors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences. Teachers demonstrate expanded knowledge in implementation of positive behavior intervention strategies. Teachers reference the schoolwide PBIS behavior expectation binders and expectation stations.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We would like to explore additional resources for addressing high impact students' needs who are unable to respond to Tier 1 and tier 2 interventions in order to minimize disruption of learning for fellow students..

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Etna Elementary school will utilize technology to prepare students with the skills needed for success in future academic and career pursuits.

Identified Need

Use technology as a tool to support learning and teaching time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tech guidelines/standards/CAASPP scores	access to tech and daily usage	increased ability

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1. Teaching will use technology in the classroom to supplement direct instruction in line with common core standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2. Current school supply of Chromebooks will be the resources of EES to put technology in the hands of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3. Primary teachers have the opportunity to research and request online apps and software to utilize with their instruction. Follow district protocol for purchasing software.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

4. Teachers have the opportunity to use web based programs to facilitate students' learning including proper keyboarding skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5. Common Sense Media curriculum will be utilized to support students in digital literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation completed. Students are getting daily work with tech. Each class is 1:1 with devices and all students are connected with teachers via google classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences with implementation and budget. We see the need to continually analyze software and web-based efficacy balanced with direct instructional time constraints, which is largely concurrent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ongoing analysis of computer assisted mathematics learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,273.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$189,510.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$131,273.00
Title VII Part A: Indian Education	\$5,011.00

Subtotal of additional federal funds included for this school: \$136,284.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$750.00
LCFF	\$0.00
Lottery: Instructional Materials	\$5,011.00
Special Education	\$47,465.00

Subtotal of state or local funds included for this school: \$53,226.00

Total of federal, state, and/or local funds for this school: \$189,510.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fort Jones Elementary School	47-76455-6050751	January 31, 2024	March 10, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The FJE SPSA developed by the SSC will align with the district's LCAP, and continue to ensure students with the greatest learning needs are regularly monitored and prioritized.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input for school goals was sought from certificated and classified school employees. The School Site Council, provided input, reviewed and approved the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Site Council reviewed resources provided to students and have found no inequities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

English Language Arts (ELA) Goal

70% of Transitional Kindergarten through 2nd-grade students will meet quarterly districtwide Learning Targets in ELA.

Data will be collected by grade level and reviewed quarterly through the student progress monitoring sheets.

Identified Need

English Language arts scores need to increase to ensure students are meeting grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District ELA learning Target Data	2022/2023-End of Fourth Quarter Data- Standard Met or Standard Exceeded on ELA - TK- 95% K- 53 %,1st- 76%, 2nd- 78%	Increase Standard Met or Standard Exceeded on ELA levels above 70% or better in all grade levels.
District ELA learning Target Data	2021/2022-End of Fourth Quarter Data- Standard Met or Standard Exceeded on ELA - K- 79%, 1st- 50%, 2nd- 71%	Increase Standard Met or Standard Exceeded on ELA levels to 70% or better in all grade levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students TK-2nd grade.

Strategy/Activity

1. Provide after-school tutoring/enrichment and in school remediation with technology programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

60,000

After School and Education Safety (ASES)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students TK-2nd Grade.

Strategy/Activity

2. Provide support to students needing modifications.

Special Education Teacher .5 FTE \$23,521.50 and RSP aide \$31,008

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16,563

Special Education

19,485

Special Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students TK-2nd grade.

Strategy/Activity

3. Using California Common Core State Standards, quarterly data from STAR Reading/ IXL Math assessments, SIPPS reading assessments and common districtwide quarterly learning targets, to target differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd Grade Students.

Strategy/Activity

4. Supplemental, differentiated instruction for all students not reaching quarterly learning targets, scoring at grade-level on quarterly IXL Math and/or STAR Reading Assessments, or not meeting standards on classroom assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,512	Title I
49,690	Title I
8,275	Title VII Part A: Indian Education

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

English Learners receive ELD/ELA integrated and designated on a regular basis each week.
English Learners receive integrated supports from regular classroom teachers.
EL students receive extra classroom support from instructional aides.
EL students are tested annually.
EL students are progress monitored quarterly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,505	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students TK-2nd Grade.

Strategy/Activity

Any students under performing can receive extra support from classroom instructional aides and/or RSP Teacher, or RSP aide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
88,718	General Fund
42,512	Title I
8,275	Title VII Part A: Indian Education
49,690	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in TK-2nd grade.

Strategy/Activity

Parent Involvement

- a. School/Home compact
- b. Parent volunteers in the classroom and during special events.
- c. Parent Conferences
- d. PTO supports classroom instruction, plans events, and provides materials for classrooms.
- e. Weekly Bulldog Bulletin emailed to parents and staff.
- f. Newsletter sent to parents monthly.
- g. Classroom teachers communicate with parents regularly through Parent Square.
- h. Parents are aware of Pupil Recognition Assemblies and community/school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,331	General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students TK-2nd grade.

Strategy/Activity

8. Classroom teachers shall dedicate an average of 60 minutes of instruction throughout the school day in Reading/Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will dedicate collaboration time on Fridays to specific literacy goals in partnership with a SCOE representative.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

School-wide Accelerated Reader Initiative, which will include:

1. Classroom reading incentives.
- 2.. Hallway display of student performance.
3. Library-centered "featured readers."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,506

Source(s)

Lottery: Instructional Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students TK-2nd grade.

Strategy/Activity

Purchase Lexia licenses for students in TK-2nd grade. Each license provides an individual online reading program that gives students individualized lessons based on their language arts needs and academic gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,034

General Fund

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,300

General Fund

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Mathematics Goal
 70% of Transitional Kindergarten through 2nd-grade students will meet quarterly districtwide Learning Targets in Mathematics.
 Data will be collected by grade level and reviewed quarterly through the student progress monitoring sheets.

Identified Need

Mathematic scores need to increase to ensure students are meeting grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Mathematic learning Target Data	2022/2023-End of Fourth Quarter Data- Standard Met or Standard Exceeded in mathematics- TK- 90% K- 81 %, 1st- 64%, 2nd- 74%.	Increase Standard Met or Standard Exceeded on Mathematic levels above 70% and/or increase by 5% in all grade levels.
District Mathematic learning Target Data	2021/2022-End of Fourth Quarter Data- Standard Met or Standard Exceeded in mathematics- K- 64 %, 1st- 80%, 2nd- 78%.	Increase Standard Met or Standard Exceeded on Mathematic levels above 70% and/or increase by 5% in all grade levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All TK-2nd Grade Students.

Strategy/Activity

Provide after-school enrichment activities to support the classroom mathematics curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,791

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students TK-2nd Grade

Strategy/Activity

Provide support to students needing modifications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,563

Source(s)

Special Education

19,485

Special Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd Grade Students

Strategy/Activity

Utilize California Common Core State Standards, quarterly data from IXL Math assessments, and common districtwide quarterly learning targets, to target differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

English Learners receive ELD/ELA, both designated and integrated regularly each week.
English Learners receive integrated services from regular classroom teachers.
EL students receive extra classroom support from instructional aids.

EL students are tested annually.
EL students are progress monitored quarterly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,505	General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd grade students.

Strategy/Activity

Any students underperforming receive extra support from classroom instructional aides or RSP teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
88,718	General Fund
42,512	Title I
8,275	Title VII Part A: Indian Education
49,690	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd Grade Students.

Strategy/Activity

- Parent Involvement
- a. School/Home compact
 - b. Parent volunteers in the classroom and during special events.
 - c. Parent Conferences
 - d. PTO supports classroom instruction, plans events, and provides materials for classrooms.

- e. Weekly Bulldog Bulliten emailed to parents and staff.
- f. Newsletter sent to parents monthly.
- g. Classroom teachers communicate with parents regularly through Parent Square.
- h. Parents are aware of Pupil Recognition Assemblies and community/school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,331

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd grade Students.

Strategy/Activity

Classroom teachers shall dedicate a minimum of 60 minutes of instruction dedicated to Math per school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will dedicate a portion of their collaboration time on select Fridays to review district quarterly benchmark data in the area of mathematics, or attend professional math trainings through SCOE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Maintain the school's effective use of academic learning time, while still acknowledging student success academically, physically, attendance and behaviorally. This will be done by evaluating the disruptions to the academic learning time. By minimizing these disruptions and/or placing the disruptions in the afternoons we believe we will create better continuity for the academic program and ultimately improved learning for our students.

Identified Need

Maximize instructional minutes in order for students to have time to meet all academic learning targets.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd grade students.

Strategy/Activity

1. Ensure assemblies are at the end of the day so as not to impact learning time.
2. Bulldog Leaders of the pack.
3. Golden Dustpan and Spatula.
4. Classroom Goals monthly.
5. Positive Paws and recognition for positive behavior.
6. Perfect Attendance (Quarterly)
7. Classroom Reading Awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

125.00

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd grade students.

Strategy/Activity

Reduce the number of disruptions to morning academic routines when ever possible, by putting other activities, presentations, celebrations, and drills in the afternoon. One exception is that drills will need to occur at all times of the day to ensure that all students will be best prepared for every emergency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Consistently enforce school agreements:

- 2. Be Safe
- 3. Be Respectful
- 4. Be Responsible

Use Positive Based Incentive Strategies to engaged students in school-wide behavior modification activities that support learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,250

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

- 4. Consistently reward positive behaviors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,250

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

5. Address Negative Behaviors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-2nd grade students.

Strategy/Activity

Teach 2nd Step Curriculum in each class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Students and staff at Fort Jones Elementary will know the procedures and drills for the following emergencies regardless of the time of day: fire, earthquake, intruder, lockdown, and soft lockdown.

Identified Need

Ensure that all students and staff are properly prepared for a possible emergency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Informal Assessments	All previous staff have met this goal.	All new staff will meet goal.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

School will be trained in the ALICE method.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Monthly Drills with implemented changes in timing and location.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Reflection of drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Installed efficient unbarring mechanisms on long barred interior doors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Installed appropriate and working window coverings in every room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,300

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Installed tie-down hooks in every room on campus to ensure that doors can be properly barricaded against intruders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Enabled "all-call" option on all phones in all rooms without code.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Installed more speakers to ensure that every room can hear announcements . In addition, all staff have radios and are trained on how to use them effectively.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

At the completion of the school year, 2nd grade students will be exposed to typing lessons and beginning typing skills.

Identified Need

3rd, 4th, and 5th grade students will need typing skills to be properly prepared for the CAASPP testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Typetastic	Students begin year at various levels.	Students will meet target levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Purchase Typetastic

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
270	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Quarterly use of Typietastic in 2nd grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Frequent use of Typetastic for K-2nd grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Utilize GoogleApps in classroom instruction to enhance keyboarding applications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Encourage use of program at home and at SAFE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Assessments done quarterly and graded according to district wide learning targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Review of the Digital Literacy and Citizenship Learning Targets per grade level that were developed during the 2016/2017 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,158.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$637,861.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$276,606.00
Title VII Part A: Indian Education	\$24,825.00

Subtotal of additional federal funds included for this school: \$301,431.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$61,791.00
General Fund	\$200,037.00
Lottery: Instructional Materials	\$2,506.00
Special Education	\$72,096.00

Subtotal of state or local funds included for this school: \$336,430.00

Total of federal, state, and/or local funds for this school: \$637,861.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019