

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION		COUNTY	
Fall River - John United School District		Shasta	
SCHOOL SITE	Burney Elementary School	SCHOOL TYPE (GRADE LEVELS)	K-5
INSPECTOR'S NAME	Redd Taylor	INSPECTOR'S TITLE	Director of Operations
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET)	504000	TIME OF INSPECTION	12/05/2022 - 10:00 am
TOTAL ESTIMATED SITE SQUARE FOOTAGE /ACREAGE	24 Acres	WEATHER CONDITION AT TIME OF INSPECTION	Snowing
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE	3400 sq. ft.	SITE ENROLLMENT	347
		NUMBER OF CLASSROOMS ON SITE	23
		NUMBER OF RESTROOMS ON SITE	12
		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/OUTRIGNS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDDAMAGE/REFERENCES		
6	Number of "OK's"	6	6	6	5	7	7	3	5	6	7	5	6	2	7			
0	Number of "D's"	0	0	0	0	0	0	1	0	0	0	2	0	0				
0	Number of "X's"	0	0	0	0	0	0	0	0	0	0	0	0	0				
1	Number of N/A's	1	1	1	2	0	0	3	0	1	0	0	1	5				
Percent of System in Good Repair Number of "OK's" divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%				
Total Percent per Category		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%				
Rank (Circle one) GOOD = 80%-100% FAIR = 75%-89.99%		Good		Good		Good		Good		Good		Good		Good				

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	96.65%	SCHOOL RATING**	Good
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Facility looked good. Need to paint some of the exterior surfaces. Portable restrooms need some updating and better cleaning. Playground was resurfaced a few years ago and looks good.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Update bathrooms. Schedule some exterior painting for the summer

(REV 04/22)

PART IIA: EVALUATION DETAIL

Date of Inspection: 12/05/22

School Name: Burney Elementary School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGES	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/DOORS/GATE/PERILS
Main Building Rooms 14-15	1440 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Exterior of main building court yard needs painting. Carpet strip is missing. Remove damaged tree														
Annex	800 sq. ft.	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS: Wire needs cover														
Portable Rooms 21-22	1280 sq. ft.	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS: Boys bathroom smells like urine. Broken dispenser in girls bathroom. Exterior needs to be painted														
Kitchen	168 sq. ft.	OK	OK	OK	OK	N/A	OK	N/A	N/A	OK	OK	D	OK	N/A	OK	
		COMMENTS: No tile under dishwasher. No guard on refrigerator. New dishwasher has been ordered														
Multi Use Room	3600 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
Parking Lot	4000 sq. ft.	N/A	N/A	N/A	N/A	OK	OK	N/A	N/A	N/A	N/A	OK	OK	N/A	OK	
		COMMENTS: Parking lot was redone 5 years ago. Still is good shape														
Playground	60000 sq. ft.	OK	OK	OK	N/A	OK	OK	N/A	N/A	OK	OK	OK	N/A	OK	OK	
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

PART IIB: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2 Date of Inspection: 12/05/22 School Name: Burney Elementary School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Area Characteristics															Rating
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	
Main Building Rooms 14-15	1440sq. Ft.	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Annex	800 sq. ft.	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Portable Rooms 21-22	1280sq.ft.	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	
Kitchen	168 sq.ft.	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	Yes	
Multi Use Room	3600 sq. ft.	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	Yes	
Parking Lot	4000 sq. ft.	COMMENTS:															OK
		N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	
Playground	60000 sq.ft.	COMMENTS:															OK
		No	N/A	N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	N/A	Yes	Yes	
District's Plan to Address:		COMMENTS:															
Deficiency Noted in Prior Year?		COMMENTS:															

Use additional Building/Area Lines as necessary. Marks: Yes = Clean, No = Not Clean, N/A = Not Applicable. *This button will transfer the Rating in Excel column R from this page to F17's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	Shasta
Full River Joint Unified School District		SCHOOL TYPE (GRADE LEVELS)	7-12
SCHOOL SITE	Burney JHS High School	NUMBER OF CLASSROOMS ON SITE	21
INSPECTOR'S NAME	Inspector's Name	NUMBER OF RESTROOMS ON SITE	12
INSPECTOR'S TITLE	Director of Operations	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION	12:00/2:00 8:00 am	SITE ENROLLMENT	240
WEATHER CONDITION AT TIME OF INSPECTION	Sunny		
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET)	66400		
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE	3278 Acres		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE			

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERIOR	
		GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERM INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WIND/DAMAGE/STRENGTHS		
7	Number of "OK"s:	7	7	7	7	6	7	6	6	7	6	6	7	7	7	7	7	7
0	Number of "D"s:	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0
0	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	Number of N/A's:	1	1	1	1	1	1	2	1	0	1	0	1	7	1	1	1	1
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category		100.00%			100.00%	92.86%	100.00%	100.00%	100.00%	100.00%	93.75%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Rank (Circle one) GOOD = 80%-100% FAIR = 75%-89.99%		Good			Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **98.33%** SCHOOL RATING** → **Good**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
95%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Shop area was very messy Bags of sawdust in the metal shop, cords stretched in pathways. Parking was chipped sealed this summer Weight room and music room needed painting

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Work with shop teacher to clean up shop area. Schedule some painting for the summer.

REV 04/22

PART Iii. EVALUATION DETAIL

Date of Inspection: 12/05/22

School Name: Burney Jr/St High School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/DOORS/GATES/FENCES
Kitchen	252 sq. ft.	Classroom has new tables and chairs. Sign outside needs to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Band Room	1161 sq. ft.	Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Weight Room	1232 sq. ft.	Office has no deficiencies														
		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	OK	OK	OK	OK	N/A	OK
Parking Area	100000 sq. ft.	Outside paint starting to peel														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Locker room	1120 sq. ft.															
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Room 9	1230 sq. ft.															
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Restrooms	115 sq. ft.															
		OK	OK	OK	OK	D	OK	OK	OK	OK	D	OK	OK	OK	N/A	OK
Metal Shop	1485 sq. ft.															
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

PART 1b: CLEANLINESS DETAIL

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2 Date of Inspection: 12/05/22 School Name: Burney Jr./Sr High School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Evaluation Criteria															Rating
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Tissues	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Garbtl	15 Landscaping	
Kitchen	252 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Band Room	1161 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Weight Room	1232 sq. ft.	Yes	Yes	N/A	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Parking Area	100000 sq. ft.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	OK
		COMMENTS:															
Locker room	1120 sq. ft.	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Room 9	1230 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:															
Restrooms	115 sq.ft.	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Metal Shop	1485 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:															
		COMMENTS:															
District's Plan to Address:																	
Deficiency Noted in Prior Year?																	

Use additional Building/Area Lines as necessary.

Marks:
 Yes = Clean
 No = Not Clean
 N/A = Not Applicable

-This column will transfer the Rating in Excel column R from this page to FTT's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	Shasta
Fall River Joint Unified School District		SCHOOL TYPE (GRADE LEVELS)	K-6
SCHOOL SITE		NUMBER OF CLASSROOMS ON SITE:	21
Fall River Elementary School		NUMBER OF RESTROOMS ON SITE:	10
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Rodd Taylor		SITE ENROLLMENT:	278
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 120797		TIME OF INSPECTION:	12/12/2022
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 22.38 Acres		WEATHER CONDITION AT TIME OF INSPECTION	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 32797 sq. ft.		Overcast	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBERS OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERIOR	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERM INFESTATION	ELECTRICAL	RESTROOMS	FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WIND/DAMAGES GATES/FENCES	
6	Number of "O"K's:	5	5	5	4	5	6	2	5	6	6	5	5	1	6		
	Number of "D"s:	0	0	0	0	0	0	1	0	0	0	1	0	0			
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0			
Number of N/A's:		1	1	1	1	0	1	3	1	0	0	0	1	5			
Percent of System in Good Repair Number of "O"K's divided by		100.00%	100.00%	100.00%	80.00%	83.33%	120.00%	66.67%	100.00%	100.00%	100.00%	83.33%	100.00%	100.00%			
Total Percent per Category		100.00%			80.00%	91.67%	120.00%	83.33%	100.00%	91.67%	100.00%	100.00%	100.00%				
Rank (Circle one) GOOD = 80%-100% FAIR = 75%-89.99%		Good			Good	Good	Good	Good	Good	Good	Good	Good	Good				

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	95.83%	SCHOOL RATING**	Good
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PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Multi purpose floors need to be stripped and waxed. The interior needs to be painted. The portables 8-16 need to be painted on the outside. Cafe and multi purpose exterior was painted last summer.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Strip and wax multi purpose room this summer. Paint some of the portables this summer.

(REV 04/22)

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PART Ia: EVALUATION DETAIL

Date of Inspection: 12/12/22

School Name: Fall River Elementary School

Building / Area Name	Estimated Square Footage	Inspection Criteria														
		1 GLS LENS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/DOORS/GATEPENCES
Main Building	11000 sq. ft.	Classroom has new tables and chairs. Sign outside needs to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
Work room And Staff room	1200 sq. ft.	Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
		OK	OK	OK	D	OK	OK	OK	N/A	OK	OK	OK	D	OK	N/A	OK
Kitchen/ Multi purpose room	2700 sq. ft.	Office has no deficiencies														
		OK	OK	OK	OK	OK	OK	OK	D	N/A	OK	OK	D	OK	N/A	OK
Portables	3840sq.ft.	Outside paint starting to peel														
		OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
Library	1120sq.ft.	COMMENTS:														
		N/A	N/A	N/A	N/A	OK	OK	N/A	N/A	N/A	OK	OK	OK	N/A	OK	OK
Playground	39100 sq. ft.	COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

- OK = Good Repair
- D = Deficiency
- X = Extreme Deficiency
- N/A = Not Applicable

PART 11b: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2
 Date of Inspection: 12/12/22
 School Name: Fall River Elementary School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	2															Rating	
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards / Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirror & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping		
Main Building	11000 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Work room And Staff room	1200 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Kitchen/ Multi purpose room	2700 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Portables	3840sq.ft	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Library	1120sq.ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Playground	39100 sq. ft.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes	Yes	OK
		COMMENTS:																
District's Plan to Address:																		
Deficiency Noted in Prior Year?																		

Use additional Building/Area Lines as necessary.

Marks:

Yes = Clean
 No = Not Clean
 N/A = Not Applicable

*This button will transfer the Rating in Excel column R from this page to F17's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Fall River Joint Unified School District		Shasta	
SCHOOL SITE	INSPECTOR'S NAME	INSPECTOR'S TITLE	SCHOOL TYPE (GRADE LEVELS)
Fall River JHS High School	Road Taylor	Director of Operations	7-12
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 662480	INSPECTOR'S NAME	INSPECTOR'S TITLE	NUMBER OF CLASSROOMS ON SITE: 21
TOTAL ESTIMATED SITE SQUARE FOOTAGE (ACREAGE): 37 Acres	INSPECTOR'S NAME	INSPECTOR'S TITLE	NUMBER OF RESTROOMS ON SITE: 16
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 66348 sq. ft.	INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
	INSPECTOR'S NAME	INSPECTOR'S TITLE	SITE ENROLLMENT: 263
	INSPECTOR'S NAME	INSPECTOR'S TITLE	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MEDIA/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDING/ROOFS/ENTRANCES		
6	Number of "OK"s:	6	6	6	6	7	7	6	6	6	7	5	7	1	7			
0	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
0	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
1	Number of N/A's:	1	1	1	1	0	0	1	1	1	1	0	0	6	0			
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	100.00%	116.67%	71.43%	100.00%	100.00%	100.00%			
Total Percent per Category		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	92.86%	100.00%	108.33%	85.71%	100.00%	100.00%	100.00%				
Rank (Circle one) GOOD = 80%-100% FAIR = 76%-89.99%		Good		Good		Good		Good		Good		Fair		Good				

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → **98.36%** **SCHOOL RATING**** → **Good**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
 Front entrance need some repair and paint. Restrooms on foot ball field need some repair. The concession stand has rotting siding and needs to be replaced; rooms 9 and 10 had carpet replaced. Bell tower was painted

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Repair front pillars and paint. Repair bathrooms. Replace damaged siding on concession building.

(REV 04/22)

PART II: EVALUATION DETAIL Date of Inspection: **12/12/22** School Name: **Fall River Jr/Sr High School**

Building / Area Name	Estimated Square Footage	Date of Inspection: 12/12/22														
		1 GAS LEAKS	2 MECHANIC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL BUILDINGS	15 WINDOWS/ DOORS/ VENTILATION
Locker Room	1120 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Classroom has new tables and chairs. Sign outside needs to be replaced														
Main Building	11388 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
Kitchen	1352 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS: Office has no deficiencies														
Fine Arts Building	6435 sq. ft.	OK	OK	OK	OK	N/A	OK	OK	OK	N/A	OK	OK	OK	N/A	N/A	OK
		COMMENTS: Outside paint starting to peel														
Ag Shop	17653 sq. ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Grounds	1306800 sq. ft.	N/A	N/A	N/A	N/A	OK	OK	N/A	D	N/A	N/A	N/A	D	OK	OK	
		COMMENTS:														
Foyers	950sq. Ft	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

PART I: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2 Date of Inspection: 12/12/22 School Name: Fall River Jr./Sr. High School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Evaluation Criteria															Rating		
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Bathrooms / Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Tolerls	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping			
Locker Room	1120 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																	
Main Building	11388 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																	
Kitchen	1352 sq. ft.	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																	
Fine Arts Building	6435 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																	
Ag Shop	17653 sq. ft.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																	
Grounds	1306800 sq. ft.	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	N/A	N/A	N/A	Yes	Yes	Yes	Yes	Yes	OK
		COMMENTS:																	
Foyers	950sq. Ft	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																	
District's Plan to Address:																			
Deficiency Noted in Prior Year?																			

Use additional Building/Area Lines as necessary. **Marks:** Yes = Clean, No = Not Clean, N/A = Not Applicable

-This button will transfer the Rating in Excel column R from this page to FTR's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION: Fall River Joint Unified School District COUNTY: Shasta

SCHOOL SITE: M. Surrency Center SCHOOL TYPE (GRADE LEVELS): K-12 NUMBER OF CLASSROOMS ON SITE: 2

INSPECTOR'S NAME: Rod Taylor INSPECTOR'S TITLE: Director of Operations NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):

TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 1424 sq ft TIME OF INSPECTION: 12/05/2022 14:00 WEATHER CONDITION AT TIME OF INSPECTION: Snowing

TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 2 Acres TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 13000 cubic feet SITE ENROLLMENT: 8

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR			C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/RESTROOMS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYER/REINUR SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES			
4	Number of "OK"s:	4	4	4	4	4	4	3	4	3	5	5	4	1	4				
0	Number of "D"s:	0	0	0	0	0	0	1	0	0	0	0	0	0	0				
0	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
4	Number of N/A's:	1	1	1	1	1	1	1	1	0	0	1	4	1					
Percent of System in Good Repair		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%				
Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	87.50%	100.00%	100.00%	100.00%	50.00%	100.00%					
Total Percent per Category		100.00%			100.00%			100.00%		87.50%		87.50%		100.00%		50.00%			
Rank (Circle one)		Good			Good			Good		Good		Fair		Fair		Good		Poor	
GOOD = 90%-100%																			
FAIR = 75%-89.99%																			

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **90.63%** **SCHOOL RATING**** → **Good**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

Temporary wall in office installed by teacher is a safety and fire hazard. Restroom has some tiles missing and have a urine smell.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Wall has been removed

(REV 04/22)

PART Ii: EVALUATION DETAIL Date of Inspection: 12/05/22 School Name: Mt/ Burney Center

Building / Area Name	Estimated Square Footage	Date of Inspection: 12/05/22														
		1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Classroom	550sq. Ft.	Classroom has new tables and chairs. Sign outside needs to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
Rest rooms	99 sq. ft.	Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
Kitchen	550sq. Ft.	Office has no deficiencies														
		N/A	N/A	N/A	N/A	OK	OK	N/A	N/A	N/A	OK	OK	OK	OK	OK	OK
Playground	3500sq. Ft	Outside paint starting to peel														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	N/A
Office	100 Sq. ft.															
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

PART 1b: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 1 Date of Inspection: 12/05/22 School Name: Mt. Burney Center

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc)	1															Rating		
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash/ Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Locking			
Classroom	550sq. Ft.	COMMENTS:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
Rest rooms	99 sq. ft.	COMMENTS:	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	Yes	Yes	N/A	OK
		Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	Yes	Yes	N/A	OK
Kitchen	550sq. Ft.	COMMENTS:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	OK
		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	OK
Playground	3500sq. Ft	COMMENTS:																	
Office	100 Sq. ft.	COMMENTS:																	
District's Plan to Address:																			
Deficiency Noted in Prior Year?																			

Use additional Building/Area Lines as necessary.

Marks:
 Yes = Clean
 No = Not Clean
 N/A = Not Applicable

*This button will transfer the Rating in Excel column R from this page to FTT's column S on the Evaluation Detail page. For each Building / Area it will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION:		COUNTY:	
Fair River Joint Unified School District		Shasta	
SCHOOL SITE:		SCHOOL TYPE (GRADE LEVELS):	NUMBER OF CLASSROOMS ON SITE: 2
Mt. View High School/Junior Community Day School		MHS: 9-12 BCDS 7-12	NUMBER OF RESTROOMS ON SITE: 2
INSPECTOR'S NAME:		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Reed Taylor	Inspector's Title:		
	Director of Operations		
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 218712	TIME OF INSPECTION: 12/01/2022 13:00	SITE ENROLLMENT: MHS: 15 BCDS: 9	
TOTAL ESTIMATED SITE SQUARE FOOTAGE /ACREAGE: 4.82 Acres	WEATHER CONDITION AT TIME OF INSPECTION:		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 10094	Overcast		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MED/DR/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/ENTRANCES	
5	Number of "OK"s:	4	4	4	4	5	5	3	4	4	5	4	5	4	5	4	5
	Number of "ID"s:	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	1	1	1	1	0	0	1	0	1	0	0	1				0
	Percent of System in Good Repair Number of "OK"s divided by	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	80.00%	125.00%	80.00%	80.00%	100.00%	
	Total Percent per Category	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	102.50%	90.00%					
	Rank (Circle one) GOOD = 80%-100% FAIR = 75%-89.99%	Good															

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **97.50%** **SCHOOL RATING**** → **Good**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-49.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
 Restroom at end of hall need to have new stall dividers for the boys bathroom. The flooring needs to be repaired or replaced. Play structure needs to be removed. Cracks in the asphalt. New paint on the exterior of the building this summer.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Get a quote on a new divider for restroom. Repair floor in restroom. Remove playground equipment.

PART I(a) EVALUATION DETAIL Date of Inspection: **12/01/22** School Name: **Mt. View High School/Burney Community Day School**

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ DATEFENCES
Room 19	759 sq. ft.	COMMENTS: Classroom has new tables and chairs. Sign outside needs to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	N/A
Kitchen	800 sq. ft.	COMMENTS: Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
		OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	N/A	OK
Room 17	759 sq. ft.	COMMENTS: Office has no deficiencies														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	OK	N/A
Hall	1344 sq. ft.	COMMENTS: Outside paint starting to peel														
		N/A	N/A	N/A	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	D
Grounds	40,000 sq. ft.	COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	Shasta
Full River - Jean United School District		SCHOOL TYPE (GRADE LEVELS)	FRCD - 7-12 SHMS - 9-12
SCHOOL SITE		NUMBER OF CLASSROOMS ON SITE	2
Scudder W. High School/Fall River Community Day School		NUMBER OF RESTROOMS ON SITE	2
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Inspector's Title		Director of Operations	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 40320		TIME OF INSPECTION: 12/17/2022	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 2 Acres		WEATHER CONDITION AT TIME OF INSPECTION	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 3772		Overall	
Road Type:		SITE ENROLLMENT: FRCD: 8 SHMS: 8	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MEC/HVAC	BEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS GATEWAYS		
4	Number of "OK's":	4	4	4	3	4	4	3	3	3	3	3	3	3	3	1	4	
0	Number of "D's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
0	Number of "X's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
0	Number of N/A's:	0	0	0	1	0	0	1	0	1	1	1	1	1	3	0	0	
Percent of System in Good Repair Number of "OK's" divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Total Percent per Category		100.00%			100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 80%-100% FAIR = 75%-89.99%		Good			Good		Good		Good		Good		Good		Good		Good	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	Exemplary
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

No deficiencies at this time. Outside paint is starting to peel off. Ramps were painted with asresin material last year still looks good.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

May consider painting next year

PART I(a): EVALUATION DETAIL Date of Inspection: 12/12/22 School Name: Soldier Mt. High School/Fall River Community Day School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS/LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SWIMMING POOLS	15 WINDOWS/SCREENS/SCREENERS
SMHS	1512 sq. ft.	Classroom has new tables and chairs. Sign outside needs to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
FRCD	1260 sq. ft.	Lots of stuff in the classroom that needs to be organized. Outside sign need to be replaced														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
Office	1000 sq. ft.	Office has no deficiencies														
		OK	OK	OK	OK	N/A	OK	OK	N/A	N/A	OK	OK	OK	N/A	OK	OK
Outside Grounds	43560 sq. ft.	Outside paint starting to peel														
		OK	OK	OK	OK	N/A	OK	OK	N/A	N/A	OK	OK	OK	N/A	OK	OK
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:
 OK = Good Repair
 D = Deficiency
 X = Extreme Deficiency
 N/A = Not Applicable

PART 1b: CLEANLINESS DETAIL

Date of Inspection: 12/12/22

School Name: Soldier Mt. High School/Fall River Community Day School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 1

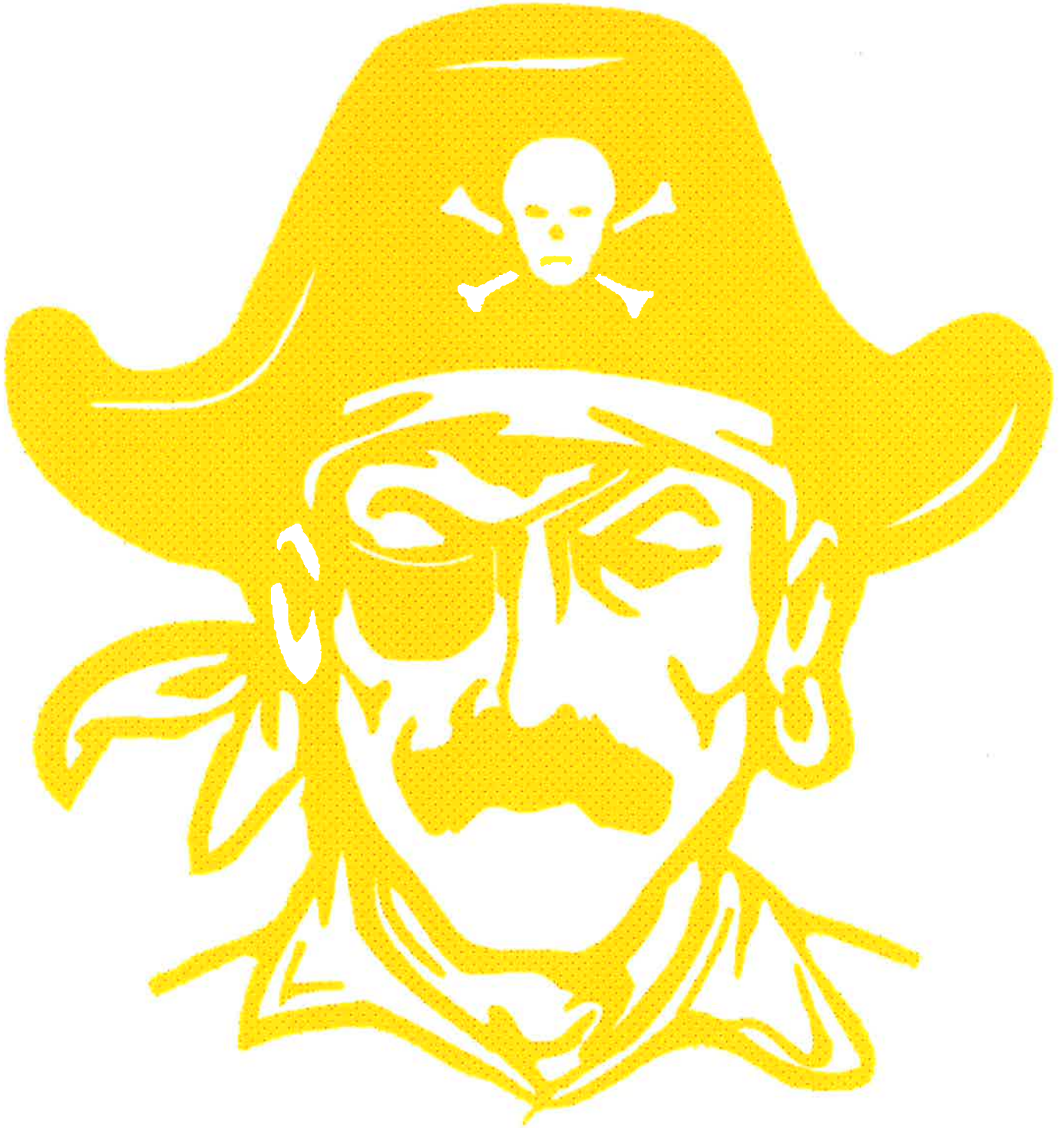
Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1															Rating	
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards / Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirror & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping		
SMHS	9-12 grades. Board Meetings every other month. Average traffic	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	OK	
		COMMENTS:																
		COMMENTS:																
FRCD	7-12 grades. Average traffic	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	No	Yes	OK
		COMMENTS:																
		COMMENTS:																
District's Plan to Address:																		
Deficiency Noted in Prior Year?																		

Use additional Building/Area Lines as necessary.

Marks:
 Yes = Clean
 No = Not Clean
 N/A = Not Applicable

*This button will transfer the Rating in Excel column R from this page to FTT's column 5 on the Evaluation Detail page, for each Building / Area. It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

Burney Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Burney Elementary School
Street	37403 Toronto Avenue
City, State, Zip	Burney, CA 96013
Phone Number	530-335-2279
Principal	Tara Aderman
Email Address	taderman@frjusd.org
School Website	http://www.frjusd.org
County-District-School (CDS) Code	45699896050272

2022-23 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Merrill Grant, Ed.D.
Email Address	mgrant@frjUSD.org
District Website Address	http://www.frjUSD.org

2022-23 School Overview

Burney Elementary School (BES) is located in eastern Shasta County approximately 55 east of Redding on Highway 299 East. The town of Burney has a population of about 3,300 and is the most urban of the rural communities served by the Fall River Joint Unified School

Burney Elementary opened in 1952.

The mission of BES is to provide a safe and secure environment in which students are free to pursue a comprehensive curriculum in order to achieve their maximum potential. Our definition of a comprehensive curriculum includes all aspects of school life, academic, social, co and extracurricular.

The Board of Trustees of the Fall River Joint Unified School District believes that it is the responsibility of the school and home, working together, to positive environment for students within which they may:

- Realize potentials for learning
- Develop and maintain basic skills and concepts
- Develop an understanding of responsibilities to self, to family and to community
- Develop creativity
- Enjoy learning and become lifelong learners
- Respect and appreciate different cultures
- Respect and appreciate the American heritage
- Learn in an environment that fosters a feeling of mutual respect and tolerance
- Learn in a safe and positive environment

At Burney Elementary, our focus will be to ensure that:

- every child, every day is connected,
- every child, every day is being challenged by new learnings and experiences,
- and every child, every day knows they have a champion they can turn to.

BES is truly a special place. As we begin our launch of our new school year, we ask that you continue to stay involved by bringing positivity, energy and creativity to our school as we continue to strengthen our programs. Our stakeholders are our greatest strength and greatest resource. Together, we can drive BES and our mission even further. To those of you who are new to BES, the entire school welcomes you to a very special community. Our school is a place where children come to learn and a place they feel special.

Burney Elementary wants to push the boundaries of TK - 6th Grade education by harnessing the power of high impact actions and strategies to advance learning and teaching. Your Jr. Raiders will be expected to engage in reading, writing, discussing, critical thinking, problem solving and hands-on learning. The vast majority of learning occurs in the classroom with the teacher and classmates. Students will collaborate, communicate, think, experiment, and reflect throughout each day. Our commitment to hands-on, tactile, kinesthetic future based learning develops students' critical thinking, problem solving, motivation, communication and cooperation.

We will create, celebrate and innovate because our children deserve the very best.

There are no limits on learning at Burney Elementary!

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .		

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

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2018 Adoption Cengage Learning REACH by National Geographic Learning (K-6)	Yes	0
Mathematics	2014 Adoption Houghton Mifflin Harcourt CA Math Expressions Common Core (K-6)	Yes	0
Science	2021 Adoption CA Elevate	Yes	0

History-Social Science	2018 Adoption Studies Weekly (Online) (TK-6)	Yes	0
Foreign Language	N/A		
Health	TK-6 Second Step by Community for Children Choose Well Curricula	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Update bathrooms. Portable restrooms needs some updating and better cleaning.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Facility looks good. Need to paint some of the exterior surfaces. Playground was resurfaced a few years ago and looks good.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Science
(grades 5, 8 and high school)

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
---------------	---------------------	------------------	-------------------	-----------------------	-------------------------------

All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Military

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	29	38	16	19
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

We are committed to communicating with and engaging parents as partners in their children's education. We believe that parents play a very important role through their active participation and involvement in School Site Council, PTA, Advisory Committees, various events, and as classroom volunteers.

Beginning with Back-to School night, which is held annually, parents are invited to visit the school and observe the many activities available for students. Being part of a small community, Burney Elementary is a focal point and center for students, their parents and the community.

Communication between school and home is made using several methods, including the School Messenger Automated Caller System, District and School websites, emails, text messaging, facebook and instagram pages, bulletins, school mailings, and the weekly family newsletter.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

Suspensions

Expulsions

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Suspensions

Expulsions

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
---------------	------------------	-----------------

All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

2022-23 School Safety Plan

Burney Elementary has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294- 35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. In addition, at the beginning of the 2018-2019 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Basic Training Certification with a "live" drill following. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,720.00	\$984.00	\$4,737.00	\$61,257.00
District	N/A	N/A	\$10,213.00	
Percent Difference - School Site and District	N/A	N/A	-73.3	-7.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-56.2	-15.5

2021-22 Types of Services Funded

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies, with added training on meeting the needs of the "whole student." Student equity is also emphasized. Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Burney Junior-Senior High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Burney Junior-Senior High School
Street	37571 Mountain View Road
City, State, Zip	Burney, CA 96013
Phone Number	530-335-4576
Principal	Ray Guerrero
Email Address	rguerrero@frjUSD.org
School Website	bhs.frjUSD.org
County-District-School (CDS) Code	45699894531000

2022-23 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Dr. Merrill Grant
Email Address	mgrant@frjUSD.org
District Website Address	http://www.frjUSD.org

2022-23 School Overview

Burney Junior Senior High School is a comprehensive junior-senior high school that serves students in grades 7-12. The school is located in eastern Shasta County on Highway 299 East, approximately 55 east of Redding. The town of Burney has a population of 3,300 and is the most urban of the rural communities in the Intermountain Area that are served by the Fall River Joint Unified School District.

The Board of Trustees of the Fall River Joint Unified School District believes that it is the responsibility of the school and home, working together, to provide a positive environment for students within which they may:

- Realize potentials for learning
- Develop and maintain basic skills and concepts
- Develop an understanding of responsibilities to self, to family, and to community
- Develop creativity
- Enjoy learning and become lifelong learners
- Respect and appreciate different cultures
- Respect and appreciate the American heritage
- Learn in an environment that fosters a feeling of mutual respect and tolerance
- Learn in a safe and positive environment

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		
<p>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</p>		

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

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston/Holt Literature and Language Arts for Grade 7-8 Holt, Rinehart and Winston/Holt Literature for Grades 9-12 ERWC 7-12 Bedford/st. Martin's AP English-Everything's an Argument	Yes	0
Mathematics	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 & 8)	Yes	0

	2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry		
	2007 Adoption Prentice Hall Precalculus		
Science	2020 Adoption STEMScopes © 2021 Accelerate Learning, Inc. 7th Grade Life Science 8th Grade Physical Science	Yes	0
	2007 Adoption Prentice Hall Conceptual Physics, Chemistry Holt Earth Science		
History-Social Science	2018 Adoption McGraw Hill 2019 Geography and US History (7-11) Principals of Economics (12) Principals of American Democracy (12)	Yes	0
Foreign Language	2004 Adoption Prentice Hall Realidades McDougal Little Abriendo Puertas	Yes	0
Health	Glencoe/McGraw Hill Teen Health and Sexuality	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings

Burney Jr. Sr. High School opened in 1969 and underwent modernization under Measure J which was approved by the voters in 2004.

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Weight room and music room need painting. Shop area is very messy. Bags of sawdust in the metal shop. Cords stretched into pathways. Work with shop teacher to clean up areas.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Ceiling in the boys bathroom in west end of foyer needs repair
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking was chip sealed last summer. Schedule some painting for the summer

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

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

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Military

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

2021-22 Career Technical Education Programs

Burney Junior Senior High School offers technical and vocational classes, and career exploration programs to help students prepare for college and career opportunities. Burney Junior Senior High School offers Career & Technical Education (CTE) pathways in Agrisciences, Business Management, Entrepreneurship, Floral Design, and Cabinetry, Millwork, & Woodworking. Students have access to the College to Career (CTC) Center on campus. Students can use the CTC Center to apply for colleges, universities, and technical schools, complete FAFSA applications, meet with career, college, and military representatives, and explore post-secondary opportunities. Students receive assistance in the CTC Center from the school counselor.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	34	41	19	26
Grade 9	0	26	35	8	22

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

We are committed to communicating with and engaging parents/guardians as partners in their children's education. Beginning in the 2015-2016 school year, teachers have been documenting all communication with parents/guardians and communication has increased through the use of email. We believe that parents/guardians play very important roles at Burney Junior-Senior High School through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents/guardians and interested citizens have the opportunity to be involved in School Site Council, Boosters Club, and various annual events. Parents who wish to participate in the School Site Council, school activities, become a volunteer, or coach an athletic team may contact the school office. Parents/guardians are directly involved in the Student Study Team process where collaborative decisions regarding student achievement, progress, and improvements are made with the student, parents/guardians, teachers, and administration. This practice was interrupted during the 2019-2020 school year with Covid and having to close the school and go to a distance learning platform. We are in the process of reestablishing and tracking parent communication for the 2021-2022 school year.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
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Dropout Rate

Graduation Rate

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
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Suspensions

Expulsions

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
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Suspensions

Expulsions

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Burney Junior-Senior High has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department. The school has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. In addition, at the beginning of the 2018-2019 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Basic Training Certification with a "live" drill following. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details. **PURPOSE:** To provide students and staff guidance on health and safety practices needed to safely resume in-person, on-site instruction for Burney Junior Senior High School.

COVID-19 STAFF LIAISON: The FRJUSD Superintendent, Dr. Merrill Grant, will be the point of contact for the Fall River Joint Unified School District for questions or concerns around practices, protocols, or potential exposure. District Nurse Kimberly Golczynski will serve as staff liaison for Burney Jr. Sr. High School. Principal Ray Guerrero, Vice Principal Becky Torgrimson, and School Secretary June Pellegrino will be the designated school employees that will transport a student home in a district vehicle in the event that a student is displaying Covid-like symptoms and the parents cannot be reached.

PROTOCOLS FOR STAFF OR STUDENTS WITH SYMPTOMS OF COVID-19:

Any students or staff exhibiting new or worsening symptoms will immediately wait in the designated isolation room until they can be transported home as soon as practicable. This will occur when students or staff exhibit the following symptoms:

Students:

- Fever over 100.4 degrees
- Cough
- Sore throat
- Severe Headache
- Diarrhea or vomiting

Staff: Everything above as well as:

- Shortness of breath or difficulty breathing
- Fatigue
- Muscle pain
- Congestion or runny nose
- New loss of taste or smell

Parents, please **DO A WELLNESS CHECK EVERY MORNING WITH YOUR STUDENTS BEFORE THEY LEAVE HOME. DO NOT SEND A STUDENT TO SCHOOL IF HE/SHE HAS ANY SYMPTOMS.** Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face.

FRJUSD will notify local health officials immediately of any positive case of COVID-19 and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws.

Areas used by any individual suspected of being infected with the virus that causes COVID-19 will be closed off and not used until the area has been cleaned and disinfected. Sick staff members and students will be advised not to return until they have met CDC criteria to discontinue home isolation, including 24 hours with no fever.

To the extent possible, all students will have access to instruction when out of class. Students who must leave school due to COVID-related reasons, will be placed on distance learning, short term independent study, or home hospital.

FRJUSD will implement the necessary processes and protocols when a school has an outbreak, in accordance with CDPH guidelines. Working with local public health there will be an investigation of the COVID-19 illness and exposures to determine if any work-related factors could have contributed to risk of infection.

PROTOCOLS AFTER COVID-19 EXPOSURE OR A CONFIRMED CASE IN SCHOOL:

If a staff member or student comes in close contact with a confirmed COVID-19 case, the following should take place:

- Send student or staff home for quarantine
- Recommend testing
- School remains open

If a staff member or student has a confirmed COVID-19 infection, the following should take place:

- Contact Dr. Grant who will work with Shasta County Public Health Department to determine guidance on quarantine, contact tracing and return to school/work which will likely include the following:

- Isolate the case and exclude from school for 14 days from symptom onset or test date

2022-23 School Safety Plan

Identify contact, quarantine and exclude exposed contacts for 14 days after the last date the case was present at school while infectious

Recommend testing contacts

Disinfect and clean classroom where case spent significant time

School remains open

If a staff member or student has tested negative after symptoms, the following should take place:

Return to school when symptoms are no longer present

School remains open

When should our school close?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent (15 people) of the total number of teachers/student/staff test positive within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

A school is closed for in-person learning, when may it reopen?

Schools may typically reopen after 14 days and the following have occurred:

Cleaning and disinfecting

Public health evaluation

Consultation with the Shasta County Public Health Department

SCREENING AT SITE:

Staff:

Self-screen daily prior to the start of school.

Contact District Nurse, if you have a fever or new or worsening symptoms from the symptoms checklist, prior to coming to school.

Students:

Students will be visually screened during first period by their teacher.

If a student has a temperature of 100.4° or higher, or Covid-like symptoms they will be sent to the isolation room to wait for the parent to pick them up or a District transportation employee will take them home.

The office will be contacting parents if students are sent to the isolation room.

VISITORS:

Visitors are encouraged to conduct all business via telephone, email, or virtually.

We will encourage visitors who do come to the school to call the office and remain outside the building to do business if possible.

Visitors will only be allowed on campus if:

They have a pre-approved meeting, approved by administration

They are wearing a face covering

They use hand sanitizer prior to entrance, provided by the office staff

Burney Jr. Sr. High School will limit visitors to "pertinent" business only that can't be conducted by any other means.

PHYSICAL DISTANCING:

Everyone shall stay 6 feet from each other as much as possible.

Consider virtual meetings using video conferencing apps for parent-teacher meetings and staff meetings, even if all staff are on campus.

Remove/rearrange furniture to allow maximal spacing between students' desks.

Consider using other campus spaces like the library, outdoors, etc. for instruction to allow more optimal spacing.

INSIDE THE CLASSROOM:

Masks are to be worn at all times

Physical distancing must be maintained where practicable

Seating charts will be adhered to for tracing purposes. (Mapping)

Group work utilizing technology is encouraged, avoiding students facing one another

Hand sanitizer upon entry and re-entry (Locate sanitizer near entrance)

Minimize/Eliminate shared materials (Chromebooks, rulers, etc.)

2022-23 School Safety Plan

Teachers avoid "over the shoulder" individual, close-proximity support
Avoid activities wherein students sing or shout out
No food in class, water is allowed, no sharing, wearing masks, and social distancing
Students are responsible for sanitizing assigned devices
Arrange desks facing in the same direction, so that students do not sit facing each other

OUTSIDE THE CLASSROOM:

At places where students congregate or wait in line, students will social distance themselves.
Space locker assignments whenever possible.
Students should not share lockers
Students need to take turns opening and closing lockers
If your class is outside of the main building or your classroom, remain with your students.
Students are encouraged to go outside to switch classes at passing periods
Students are encouraged to carry more than one class worth of materials to reduce interaction in hallways
Social distancing at tables for breakfast and lunch as well as in line for meals
Social distancing at all student council and club meetings

FACE COVERINGS:

Students and staff must wear face coverings whenever inside school buildings.
When outdoors eating and socially distanced, masks can be pulled down but not removed.
When eating or drinking, students and staff may remove their face masks momentarily when eating or drinking indoors.

VENTILATION AND OUTDOOR SPACES:

Windows can be opened in classrooms to encourage ventilation when practicable.
Fans may be used in classrooms as well to move air
Air filters will be changed monthly
Masks do not have to be worn outside if social distancing, but congregating in close groups is not allowed.
Classes should be encouraged to go outdoors as often as possible, weather permitting.
When re-entering or exiting the building, students/staff should wash their hands or use hand sanitizer.

HAND HYGIENE:

Students are required to wash their hands/sanitize after using the restroom, before eating, after sneezing, after coming into contact with others, after touching their mask or any other situation where transmission is possible.
Please keep hands as clean as possible

SHARING:

Students shall refrain from sharing.
This includes lockers, materials, food/drink, silverware, clothing, etc.
NO SHARING FOOD OR DRINKS OF ANY KIND.

CLEANING AND DISINFECTING:

Teachers will assist students in disinfecting the desks, chairs and door handles after each class period, at the beginning of the passing period.
Teachers will use materials and chemicals to sanitize their rooms provided by the school.
Teachers are not required to disinfect the room, following their last period of the day unless an activity will be taking place in the class afterward.
Custodians will disinfect every room each night.

BREAKS AND LUNCH:

Students will wash hands and/or use hand sanitizer, provided by food services before meals.
Snacks will be available on Green & Gold Fridays.
Eating locations (follow social distancing and face covering guidelines):
Outside is preferred
High school students may go off campus as usual and junior high students will remain on campus
Teachers may open their rooms for students at their discretion

HALLWAYS:

When walking, social distance as practicable.
Avoid main and/or crowded hallways if possible.

2022-23 School Safety Plan

RESTROOMS & LEAVING THE CLASSROOM:

Teachers are to keep a log of all students who use the restroom, including date, period, & time.
Only one student will be allowed to leave the classroom at a time.

PHYSICAL EDUCATION:

There will be no locker room use. The locker rooms are closed.
Students will not dress out for PE.
Students will bring a pair of comfortable tennis shoes to be stored in their school locker.
Students will be spaced out for social distancing in the gym when practicable.
PE will be held primarily outdoors, weather permitting.
Students will engage in activities that require no sharing of equipment.
Weight room equipment or mats will be sanitized between each student's use.

MUSIC:

Students will rehearse outside, weather permitting.
Students will be socially distanced inside the band room.
Appropriate face coverings must be worn at all times
Shared items: stands, chairs, will be sanitized between each class period.
No horns, woodwinds, or brass instruments that a student has to put their mouths on will be permitted.
No singing or vocals.

TEACHER WORK ROOM/LOUNGE:

Avoid common areas as much as possible.
Socially distance six feet or as much as possible
Use hand sanitizer prior to and after copier and other machinery use.
Recommended to send copies directly to the copier from the teacher computer as practicable.
Use hand sanitizer prior to opening the refrigerator or microwave door in the teachers' lounge.
Staff will clean up spills as they occur

CO AND EXTRA CURRICULARS:

Athletic competitions are suspended until further notice.
Athletic practices & participation will be allowed when youth sports are permitted to take place in Shasta County.

TRANSPORTATION:

Bus riders will be checked for masks by bus drivers at the bus stop before loading to ensure all students are wearing masks and students will sanitize their hands before entering any district transportation.
If a student has Covid-like symptoms, they will not be allowed to ride the bus.
ALL riders are required to wear masks.
All busses will be sanitized at the end of each route.
Each student will be assigned a permanent seat on the bus.
Students will not be allowed to be dropped off at other locations or ride other busses even with a parent note.

Please understand that this situation is fluid. There are updates that come out from the California Public Health Department and the Shasta County Health Department weekly that may result in this plan to become more or less restrictive. We will keep you informed of any changes.

Feel free to contact the Burney Junior Senior High School office at (530) 335-4576 if you have any questions or concerns

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,712.00	\$1,250.00	\$9,462.00	\$64,201.00
District	N/A	N/A	\$10,213.00	
Percent Difference - School Site and District	N/A	N/A	-7.6	-2.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	11.4	-10.8

2021-22 Types of Services Funded

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Every Friday throughout the school year is a minimum day for students with the afternoons dedicated to Staff Development and Continuous Improvement. Three days before school are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, history-social studies, and technology.

Additional trainings on Trauma-Informed Practices, Student Equity, student engagement, and meeting the needs of all students also take place.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Fall River Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Fall River Elementary School
Street	24977 Curve Street
City, State, Zip	Fall River Mills, CA 96028
Phone Number	530-336-5551
Principal	Christine "Chris" Knoch
Email Address	cknoch@frjUSD.org
School Website	www.frjUSD.org
County-District-School (CDS) Code	45699896050272

2022-23 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Merrill M. Grant, Ed.D.
Email Address	mgrant@frjusd.org
District Website Address	http://www.frjusd.org

2022-23 School Overview

Fall River Elementary serves students in Young Fives through sixth grades. The school is located in eastern Shasta County in the town of Fall River Mills which is one of a few small towns which make up the Fall River Valley. Many of our students are bussed from outlying areas and some may be on the bus for up to two hours each way.

Fall River Elementary serves 280 students with 14 regular ed. teachers, 2 special ed. teachers, 3 speech and language paraprofessionals who share their case load for a 1 FTE equivalent, 1 ELD teacher shared with the rest of the district, a district psychologist shared with the rest of the district and a behavior paraprofessionals with additional paras in both special ed. and regular ed.

We are supported by a very generous community through our local Burney-Fall River Education Foundation, PG & E, donations and partnerships with our local health care providers. The Fall River Valley Community Library provides internet access and Chromebooks with school based applications (programs) so students can access.

The original school building was built in 1932. The current library, multiuse room-cafeteria and some classrooms were built in 1951. Additional portables were brought in during 1966 with remodeling work in 1987. We did some improvements using Measure J bond funding in 2004 - 2005.

Fall River Elementary ethnicity is 50.2% White; 33.1% Hispanic; 8.2% Not reported, 4.4% Two or More Races; and 4.1% Native America.

Our Free and Reduced lunch is 56.7%.

The entire staff is encouraging good attendance with reach out to families and positive incentives.

Vision

Fall River Elementary is a community of learners in which the dignity of children, teachers, support staff and families is respected.

Fall River Elementary is dedicated to excellence in education by combining high standards, high character and the development of each student to reach his or her greatest potential.

Fall River Elementary provides an environment in which children can develop curiosity, express creativity, learn the value of hard work, develop character and experience the joy of learning.

Our Faculty encourages all students to strive for intellectual and physical growth, to learn mutual respect and develop self-esteem, so that they can become contributing members of society.

We believe that it is the responsibility of all parents to take an active role in the education of their children. We encourage parents to participate in their children's education by taking an interest in what their children are learning and contributing time and energy to advance our school as a whole.

Fall River Elementary is committed to appreciating the similarities and differences in all of our students so that all students receive the best possible education.

Mission Statement

2022-23 School Overview

The staff at Fall River Elementary is dedicated to reaching our vision. In order for all students to realize their full potential we must:

- Generate greater parent and community participation.
- Provide teachers with academically balanced classes.
- Increase the use of technology and participate in a broad-based curriculum.
- Develop students of strong character.
- Reduce class size at all grade levels.
- Reduce or eliminate combination classes.

By taking these steps we will greatly improve our students' educational opportunities. Providing them with the opportunity to experience the joy of learning.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) Intern Credential Holders Properly Assigned Teachers Without Credentials and Misassignments (“ineffective” under ESSA) Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) Unknown Total Teaching Positions						
<p>Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</p>						

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .		

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

In addition to the below mentioned core curriculum we use the following curriculum for math and English Language Arts interventions and acceleration:

- DreamBox - Math Intervention
- Lexia - Reading and ELD intervention
- Accelerated Reader - Reading intervention and acceleration
- MyOn - Reading Intervention and acceleration
- Freckle Math - Math intervention and acceleration
- Khan Academy - Math intervention and acceleration
- SIPPS - Reading interventions
- Step Up to Writing - Writing support
- Prodigy - Math intervention and acceleration

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	2018 Adoption K-6 National Geographic Learning (REACH), Cengage Learning (2017)	Yes	0
Mathematics	2014 Adoption K-6 CA Math Expressions Common Core, Houghton Mifflin Harcourt (2015)	Yes	0
Science	2020 Adoption California Elevate Science SAVVAS Learning Company	Yes	0
History-Social Science	2018 Adoption K-6 Online Studies Weekly	Yes	0
Foreign Language	N/A		
Health	TK-6 Second Step, Community for Children 3-6 Life Skills Training-Promoting Health and Personal Development (1998-1999)		0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings

The original school building was built and opened in 1932. The current library, multiuse room-cafeteria and some classrooms were built in 1951. Additional portables were brought in during 1966 with remodeling work in 1987. We did some improvements using Measure J bond funding in 2004 - 2005. It currently has 20 classrooms

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The site administrator and maintenance supervisor monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Multi purpose floors need to be stripped and waxed. The interior needs to be painted.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
Electrical	X
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X
Safety: Fire Safety, Hazardous Materials	X
Structural: Structural Damage, Roofs	X
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X

The portables 8-16 need to be painted on the outside. Cafe' and Multi purpose exterior was painted last summer.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
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Science

(grades 5, 8 and high school)

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
---------------	---------------------	------------------	-------------------	-----------------------	-------------------------------

All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Military

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	9	34	7	23
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents are invited to volunteer in the classroom following our volunteer guidelines.

Parents donate items such as: hand sanitizer, Kleenex, water bottles, and snacks.

Teachers hold parent conferences in October of each year to discuss their students progress with parent.

All teachers utilize a school licensing of Remind to stay in contact regularly with parents.

Parents participate in the following ways; volunteers, Parent LCAPP meetings, School Site Council Meetings, ELPAC & DELAC parent meetings.

We have an online dismissal program, PikMyKid, that parents have access to notify the office of their child's after school plans.

Each year in April we hold a Kindergarten RoundUp (registration) Principal reviews strategies for parents to practice with children the summer before entering kindergarten as well as handing out actual practice materials.

Parents and community members donate funds through PG&E, SchoolStore.com, & Wells Fargo Community Donations & other direct donations

We have held the following parent nights:

Literacy Night for parents and students

Science Math Night for parents and students

Back to School Night

Open House

Family Night at the Bookfair with crafts offered.

6th grade parent night to discuss 6th grade camp

Community soccer, baseball and basketball are often scheduled on our campus during evenings and weekends.

We are committed to communicating with and engaging parents as partners in their children's education. We believe that parents play a very important role through their active participation and involvement in School Site Council, Advisory

2022-23 Opportunities for Parental Involvement

Committees, various events, and as classroom volunteers.

Our school is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
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Suspensions

Expulsions

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Suspensions

Expulsions

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
---------------	------------------	-----------------

All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

2022-23 School Safety Plan

Fall River Elementary has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294- 35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, because all staff are mandatory reporters, and school discipline policies. In addition, at the beginning of the 2022-23 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) informational presentation. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details. Entire staff also practices twice a year with students. The CSSP was approved by FRE's SSC on October 20, 2022. Our district Psychologist is our suicide prevention responder. We offer virtual Mental Health counseling. We have career/college counselor from high school 2 half days per week to support positive behaviors.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,632.00	\$798.00	\$5,835.00	\$67,064.00
District	N/A	N/A	\$10,213.00.00	
Percent Difference - School Site and District	N/A	N/A	-50.3	1.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-36.5	-6.5

2021-22 Types of Services Funded

- Title I, Part A (Basic Grant)
 - Title II, Part A (Teacher Quality)
 - Title VII Indian Ed
 - Federal, Special Education, Entitlement
- LCAP - ELD
CARES ACT

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Three days are provided on the school calendar for professional development and continuous improvement. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies, with added training on meeting the needs of the "whole student." Student equity is also emphasized. Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices. This school year FRE is focused on High Impact Teaching Strategies during staff meetings.

Fall River Elementary teachers have been trained on our current ELA, Math, Science and Writing adoptions. Teachers and support staff have received trauma informed practices and Social Emotional Learning practices professional development. Some teachers have been training in the process of Plan-Do-Study-Act and have shared with other staff members. Most staff has participated in Capturing Kids' Hearts trainings. Many of our primary teachers have participated in the California Reading and Literacy Program (CRLP) and SIPPS interventions. Our Intervention teams have been participating in ongoing training for Lexia and DreamBox and the science of reading to better utilize the programs and the data gathered.

Paraprofessionals are participating this year in online professional development monthly over a variety of subject areas.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3