

Burney Community Day 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/aal/c/>

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 Community Day School
Street	20375 Tamarack Ave.
City, State, Zip	Burney, Ca, 96013-4054
Phone Number	530-335-4538
Principal	Marcy Schmidt - Principal
Email Address	mschmidt@frjUSD.org
School Website	http://www.frjUSD.org
County-District-School (CDS) Code	45699894530242

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

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the community day school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have community day schools, continuation high schools, and other programs such as independent study as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers
- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators

The mission of our Community Day Schools is to meet the California Department of Education regulation 48916.1 (a) "At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion", the Fall River Joint Unified School District established the Community Day School Program. This program provides students the opportunity to earn readmission to the regular program at the end of the required term and to prepare those who do not qualify for readmission for the next steps in their educational career.

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
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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 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Courseware by Edgenuity Online Curriculum		0
Mathematics	Courseware by Edgenuity Online Curriculum		0
Science	Courseware by Edgenuity Online Curriculum		0
History-Social Science	Courseware by Edgenuity Online Curriculum		0
Foreign Language	Courseware by Edgenuity Online Curriculum		0
Health	Courseware by Edgenuity Online Curriculum		0

Visual and Performing Arts	Courseware by Edgenuity Online Curriculum	0
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.

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		Restroom at end of hall need to have new stall dividers for the boys bathroom. The flooring needs to be repaired or replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Play structure needs to be removed. Cracks in asphalt. New paint on the exterior of the building this summer

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

N/A

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

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 very important roles 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 are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
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 Community Day 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 Safety plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

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	\$6,446.00	\$119.00	\$6,327.00	\$47,645.00
District	N/A	N/A	\$10,213.00	
Percent Difference - School Site and District	N/A	N/A	-47.0	-32.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-28.7	-40.1

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

Our ultimate goal is that all students meet state standards. By reviewing student achievement data, professional development opportunities were developed. 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 opportunities through workshop and conference attendance 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 provide support to 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			

Fall River Community Day School

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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 Community Day School
Street	44144 A St
City, State, Zip	McArthur, Ca, 96056-8556
Phone Number	530-336-7159
Principal	Marcy Schmidt - Principal
Email Address	mschmidt@frjUSD.org
School Website	http://www.frjUSD.org
County-District-School (CDS) Code	45699894530234

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	ghawkins@frjUSD.org
District Website Address	http://www.frjUSD.org

2022-23 School Overview

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the community day school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have community day, continuation high schools and other programs such as independent study as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers
- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators

The mission of our Community Day Schools is to meet the California Department of Education regulation 48916.1 (a) "At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion", the Fall River Joint Unified School District established the Community Day School Program. This program provides students the opportunity to earn readmission to the regular program at the end of the required term and to prepare those who do not qualify for readmission for the next steps in their educational career.

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 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Courseware by Edgenuity Online Curriculum		0
Mathematics	Courseware by Edgenuity Online Curriculum		0
Science	Courseware by Edgenuity Online Curriculum		0
History-Social Science	Courseware by Edgenuity Online Curriculum		0
Foreign Language	Courseware by Edgenuity Online Curriculum		0
Health	Courseware by Edgenuity Online Curriculum		0

Visual and Performing Arts	Courseware by Edgenuity Online Curriculum	0
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.

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Outside paint is starting to peel off. May consider painting this summer. Ramps were painted with aresin material last year. Still look good.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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
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C. Engagement

State Priority: Parental Involvement

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

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 very important roles 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 are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

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

Fall River Community Day 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.

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	\$10,446.00	\$204.00	\$10,242.00	\$75639.00
District	N/A	N/A	\$10,213.00	
Percent Difference - School Site and District	N/A	N/A	0.3	13.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	19.2	5.6

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

Academic School Year 2022-2023
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186]

District: Fall River Joint Unified School District
 Form Completed By: Shaun Davis Title: Administrative Asst.

Quarterly Report Submission Date: *(Please check one)*
 October 2022 April 2023
 January 2023 July 2023

Date for information to be reported publicly at governing board meeting: 1/11/2023

Please check the box that applies:

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

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

Merrill Grant Ed.D.

 Print Name of District Superintendent

Merrill M. Grant

 Signature of District Superintendent

12/20/22
 Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org

Superintendent
Merrill M. Grant, Ed.D.



Governing Board
President: Rick Dougherty
Clerk: Megan Estes
Trustee: John Hamilton
Trustee: Jack Hathaway
Trustee: Jeanne Norris

"Education is Power"

SIDE LETTER OF AGREEMENT

This Agreement is entered into by and between the Fall River Joint Unified School District and the Fall River Teacher's Association regarding a stipend for Peter Finney.

1. Peter Finney shall receive a one-time stipend of \$10,719.96 for his services rendered in the open Music Teacher Position from August 15, 2022 through December 31, 2022.

District: Merrill M. Grant Date: 12/21/22
Employee: Peter Finney Date: 12/21/2022
FRTA: [Signature] Date: 12/21/22

Superintendent
Merrill M. Grant, Ed.D.



Governing Board
President: Rick Dougherty
Clerk: Megan Estes
Trustee: John Hamilton
Trustee: Jack Hathaway
Trustee: Jeanne Norris

"Education is Power"

SIDE LETTER OF AGREEMENT

This Agreement is entered into by and between the Fall River Joint Unified School District and the Fall River Teacher's Association regarding the reimbursement of Jenni Garner.

1. Jenni Garner shall receive a one-time reimbursement of \$10,363.16 for her additional services covering for the open Special Day Class Teacher Position from August 3, 2022 through December 9, 2022. (See attached calculation sheet.)

District: Merrill M. Grant Date: 12/20/22
Employee: Jenni Garner Date: 12/21/22
FRTA: [Signature] Date: 12/21/22

Jenni Garner Reimbursement Numbers

Background:

- \$31: is the student contact rate (doubling up) (SC)
- \$26.25: Non-student contact rate (NSC)
- Lunch was factored out of first scenario
- 37 full days + 12 minimum days = 49 school days
- 8 full days in August prior to contract start of the school year
- SDC students remained on Garner's caseload until December 9, 2022. Mrs. Garner continued doing IEP paperwork and report cards through this date.

Scenario 1: using the Student Contact rate and non-student contact rates (see above)

37 full days X 7 hour work day = 259 hours	
12 minimum days X 5.25 SC = 63 hours	
49 days X .66 (lunch) = -32.34	
259 + 63 = 322 - 32.34 = 289.66 hours	
289.66 hours X \$31 =	\$8,979.46
8 full days in August to prepare four classrooms = 8 X 6.3334 (minus lunch time) = 50.6672 hours	
50.6672 NSC hours X \$26.25 =	\$1,330.014
12 minimum days X NSC 1.09 = 13.08 hours	
13.08 hours X NSC \$26.25 =	\$343.35
.....time after SDC Teacher started while students were still on Garner's caseload	
Total	\$10,363.16



The Blackbaud Giving Fund
 by its agent, YourCause
 65 Fairchild Street
 Charleston, SC 29492

Check No. 1110219576
 Date: 11/28/2022
 Page 1 OF 1

The Blackbaud Giving Fund is pleased to present BURNEY ELEMENTARY with the enclosed grant of \$280.00 made on behalf of Pacific Gas & Electric Company/Employee Giving and its donors.

Grant Amount \$280.00

Donor Details

Donor information related to these funds can be accessed securely by going to our Nonprofit Portal: <https://nonprofit.yourcause.com> to avoid Charity Check Fees applicable to processing donations via paper check.

- View donor details by going to "Giving" then "Payments and Transactions".
- Donor information is only available on our Nonprofit Portal.

First Time Users, Establish an Account

- Visit <https://nonprofit.yourcause.com> and click on "Sign up".
- Proceed with creating your account, verifying your email, and selecting your organization.
- Once approved, you will receive a welcome email.

ACH (Direct Deposit)

YourCause and The Blackbaud Giving Fund encourage you to sign up for ACH through <https://nonprofit.yourcause.com>.

- Click on "Administration" then "Disbursement Information" to sign up for ACH.
- ACH is our preferred method of payment because it's ecofriendly, secure, and faster.
- ACH can prevent the loss of funds if a check remains uncashed.

Have Questions?

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US Grant Terms: Any grant issued by The Blackbaud Giving Fund is subject to the following terms. By accepting any grant from The Blackbaud Giving Fund, you represent to The Blackbaud Giving Fund that (i) your organization is formed under the laws of the U.S. and its territories and is a public charity described in IRC secs. 509(a)(1)-(3), a political subdivision of the United States, a State, a possession of the United States within the meaning of Section 170(c)(1) of the Code of the Internal Revenue Code of 1986 or a private operating foundation described in IRC sec. 4942(j)(3); (ii) this grant will be used exclusively for your organization's exempt purposes; (iii) neither the recommending donor nor any other donor-affiliated party will receive goods, services or impermissible benefits (e.g., tuition, memberships, dues, admission to events or goods bought at action, or anything of more than incidental benefit) as a result of the grant; (iv) the grant will not be used for political contributions or campaign activities; and (v) your organization does not devote more than an insubstantial part of its activities to attempting to influence legislation by propaganda or otherwise.

You should not provide a tax receipt for this grant. This gift was made from a donor advised fund account and The Blackbaud Giving Fund has already provided the donor with a tax receipt for this donation.

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The Blackbaud Giving Fund
 by its agent, YourCause
 65 Fairchild Street
 Charleston, SC 29492

PNC Bank, N.A.
 88-1054/1130

Check NO. 1110219576

DATE	AMOUNT
11/28/2022	\$*****280.00

VOID AFTER 120 DAYS
 Grant terms found here: nonprofit.yourcause.com/grantterms

PAY EXACTLY Two Hundred Eighty And 0/100 Dollars

PAY TO THE ORDER OF
 BURNEY ELEMENTARY
 37403 TORONTO AVE
 BURNEY, CA 96013-4381

1142

Matthew J. Neesh

AUTHORIZED SIGNATURE

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⑈ 1110219576 ⑈ ⑆ 113010547⑆ 6705399547⑈

Check num 543910

Vendor num VN-0023076

Invoice number	PO num	SO num	Invoice date	Currency	Gross amount	Cash disc	Payment amount	Invoice remarks
2022 YOS Donati			12/6/2022	USD	\$100.00	\$0.00	\$100.00	

004274

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SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA
Phone: +1.509.332.1890 • Fax: +1.509.332.7990
www.selinc.com • info@selinc.com

US Bank
19-10
1250

Check #
00543910
December 6, 2022

\$100.00

*** One Hundred and 00/100 US dollar

Pay to the order of

Burney Junior-Senior High School
37571 Mountain View Rd
Burney, CA 96013-4350
USA

Joseph Gustigord
Signature Line

380-0035

⑈00543910⑈ ⑆ 25000 105⑆ 153596035060⑈



Pacific Gas and Electric Company

The Blackbaud Giving Fund by its agent, YourCause 65 Fairchild Street Charleston, SC 29492

Check No. 1110219491 Date: 11/28/2022 Page 1 OF 1

The Blackbaud Giving Fund is pleased to present FALL RIVER ELEMENTARY with the enclosed grant of \$990.00 made on behalf of Pacific Gas & Electric Company/Employee Giving and its donors.

Grant Amount \$990.00

Donor Details

Donor information related to these funds can be accessed securely by going to our Nonprofit Portal: https://nonprofit.yourcause.com to avoid Charity Check Fees applicable to processing donations via paper check.

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PNC Bank, N.A. 88-1054/1130

Check NO. 1110219491

Table with 2 columns: DATE (11/28/2022) and AMOUNT (\$*****990.00)

VOID AFTER 120 DAYS Grant terms found here: nonprofit.yourcause.com/grantterms

PAY EXACTLY Nine Hundred Ninety And 0/100 Dollars

PAY TO THE ORDER OF FALL RIVER ELEMENTARY 24977 CURVE ST FALL RIVER MILLS, CA 96028-9798

1147

Matthew J. Neel AUTHORIZED SIGNATURE

SIGNATURE HAS A BLUE BACKGROUND • BORDER CONTAINS MICROPRINTING MP

1102194910 1130105470 670539954700



004277

The Blackbaud Giving Fund
by its agent, YourCause
65 Fairchild Street
Charleston, SC 29492

Check No. 1110219492

Date: 11/28/2022

Page 1 OF 1

The Blackbaud Giving Fund is pleased to present FALL RIVER JUNIOR-SENIOR HIGH with the enclosed grant of \$190.00 made on behalf of Pacific Gas & Electric Company/Employee Giving and its donors.

Grant Amount \$190.00

Donor Details

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The Blackbaud Giving Fund
by its agent, YourCause
65 Fairchild Street
Charleston, SC 29492

Check NO. 1110219492

PNC Bank, N.A.
88-1054/1130

DATE	AMOUNT
11/28/2022	\$*****190.00

VOID AFTER 120 DAYS
Grant terms found here: nonprofit.yourcause.com/grantterms

PAY EXACTLY One Hundred Ninety And 0/100 Dollars

PAY TO THE ORDER OF FALL RIVER JUNIOR-SENIOR HIGH
PO BOX 340
MCARTHUR, CA 96056-0340

1151

Matthew J. Nash

AUTHORIZED SIGNATURE

SIGNATURE HAS A BLUE BACKGROUND • BORDER CONTAINS MICROPRINTING MP

1110219492 113010547 6705399547



11555 Old Oregon Trail
Redding, California 96003
530 242-7621 office

November 30, 2022

Fall River Junior Senior High School
PO Box 340
McArthur, CA 96056

Dear Principal Kelly,

On behalf of North State Together, Welcome! I am excited to work with you during the two-year pilot of The GRAD Partnership for Student Success! Enclosed, please find your first year award payment in the amount of \$5,000, which will help support your Student Success System initiatives during the 2022 – 2023 academic year.

As a reminder, your project plan should be emailed to me by December 15th.

In the meantime, please reach out to me with any questions; I am here to support the project.

I look forward to partnering with you!

In Community,

Susan Schroth

Susan Schroth
Director of GRAD Partnership, Northern California Hub
sschroth@shastacollege.edu
c: 530-209-5587

005627

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
FALL RIVER JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION 15 - 2022/2023**

Resolution recognizing a state of emergency and authorizing teleconferenced meetings pursuant to AB 361

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, social distancing measures have been imposed and implemented by [State or Local Agency] to mitigate the spread of COVID-19; and

WHEREAS, the governing board of the Fall River Joint Unified School District believes the spread of COVID-19 poses an imminent risk to the health and safety of in person meeting attendees; and

WHEREAS, the governing board is committed to open and transparent governance in compliance with the Brown Act; and

WHEREAS, the governing board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the Fall River Joint Unified School District recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that the governing board recognizes that social distancing measures remain recommended by state and local officials.

BE IT FURTHER RESOLVED, the governing board of the Fall River Joint Unified School District authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 11th day of the month of January in 2023.

Motion made by: _____

Second made by: _____

AYES:

NOES:

ABSENT:

ABSTAINED:

(Clerk)Signature

Print Name

Title

FALL RIVER JOINT UNIFIED School District

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fall River Joint Unified School District	Merrill Grant, Ed.D Superintendent	mgrant@frjUSD.org (530) 335-4538

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Covid-19 Prevention Program	frjUSD.org
Covid-19 Operations Written Report	frjUSD.org
Expanded Opportunities Grant Plan	frjUSD.org
LCAP	frjUSD.org

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,154,760

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,723,308
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$430,952
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

\$2,154,760

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

As part of our annual LCAP process, the Fall River Joint Unified School District connected with the following community groups to discuss how the LEA should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic

impacts:

- Students;
- Families, including families of students with unique needs and those that come from cultural and socioeconomically different backgrounds;
- School and district administrators, including special education administrators;
- Teachers, administration, other school staff, and local bargaining units

Documentation related to these stakeholder engagement efforts can be found at fjrusd.org.

The specific areas addressed by the ESSER III funding (safe in-person learning, lost instructional time, and other pandemic impacts) were also discussed outside of the development of the LCAP. Fall River Joint Unified School District personnel engaged in meaningful consultation with families and staff members through surveys and in-person meetings. Fall River Joint Unified School District administration and program directors (including special education administrators) were consulted to identify needs, review funding sources, and develop plans for the various COVID relief funding sources (CARES Act, CRRSA Act, and ARP Act). Planning and prioritizing consultation was also conducted with Shasta County Office of Education's Youth Support Services department, which specializes in supporting foster and homeless youth throughout the county.

Fall River Joint Unified School District administration worked closely with Shasta County Office of Education personnel as they centralized efforts to engage with local area American Indian tribes as part of our American Indian Advisory Council meetings. These meetings were held with leadership and representatives from the Pit River Tribe, Redding Rancheria, Wintu Tribe of Northern California, and the Winnemem Wintu Tribe. In addition to the tribal leadership and representatives, the Advisory includes community partners and service providers that work with Native Students. These groups included the Gateway Indian Education Program, the Fall River Indian Education Program, the Shasta Union High School District Indian Education Program, the LIFE Center (Local Indians for Education) based in Shasta Lake, the United Way, and the Health and Human Services Agency of Shasta County.

In addition to these instances of specific outreach to the community members mandated by statute, the Fall River Joint Unified School District also provided opportunities for general public input at the regularly scheduled Board Meeting on October 13, 2021.

The Fall River Joint Unified School District planned engagement opportunities with many different partner groups in an effort to consider the different perspectives and insights of each community group. The conversations and consultation which occurred helped to develop a more accurate representation of the LEA's unique needs. Engagement efforts helped to develop a plan that is best designed to respond to the prolonged effects of the COVID-19 pandemic, especially considering those actions that will address the impact of the COVID-19 pandemic on foster youth, homeless students, students with disabilities, and students from culturally and linguistically diverse backgrounds.

Promotion of community engagement opportunities was conducted through the standard LEA communication channels, both internally to Fall River Joint Unified School District personnel and externally to Fall River Joint Unified School District students, families, and community members. These channels included email correspondence, parent-teacher communication and public posting of meeting agendas in

compliance with the Brown Act.

A description of how the development of the plan was influenced by community input.

Community members and school personnel were clear in their respective input as part of the ESSER plan formation. Due to the hybrid nature of the district's academic offerings for the 20-21 academic year (distance learning, in-person attendance, virtual learning, independent study) the most consistent voice centered on what interventions and support would be available to address gaps in student performance from the previous year. Ample resources were budgeted in increasing teacher time to offer interventions and academic support.

The district also received ample input on ensuring the safest environment possible as over 98% of our students opted for in-person instruction for the 21-22 school year. The district has followed all CDPH health guidelines and invested heavily in PPE and rapid COVID tests to meet the state mandates.

Social-emotional needs have been identified by the community as a real need to address. The district hired a full time counselor and strengthened its partnership with CareSolace and Take4 Teletherapy. In the area of alternative education and independent study, the district added personnel to ensure a quality program was administered with fidelity to follow new ISP mandates.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,723,308

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Educational Technology Coach	Educational Technology Coach will engage and support digital transitions in the district. He will empower educators to use curriculum and instruction and provide them with personalized support in meeting their teaching needs. This service provides principals to support community learning hubs.	\$200,000
N/A	Purchasing supplies to sanitize	Purchasing supplies such as sanitizing sprays for buses and classroom cleaning supplies to clean the facilities.	\$300,000
N/A	Purchasing educational technology	Providing 1:1 technology with all students. Chromebooks.	\$553,308
N/A	Coordination and preparedness of response with public health	Stipends for testing of staff and students	\$45,000
N/A	Addressing health and safety concerns	COVID-19 testing	\$363,000
N/A	Providing staff for In-Person Instruction or services	Providing a Special Projects Director to provide instruction and service to staff	\$262,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$430,952

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Employed an academic counselor to provide student service.	The district hired an academic counselor to provide academic services for pupils by providing information and assistance to parents and families on how they can effectively support students.	\$110,952

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Employed a teacher specifically for student learning loss	The district hired an academic/behavioral teacher to address learning loss by implementing evidence-based activities to met the comprehensive needs of students.	\$160,000
N/A	Increased the amount of instructional time/services	The district increased the amount of instructional time by increasing nine teachers time by one period to provide service based on student's learning needs.	\$160,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Care Solace Mental Health Services	Site level data from referrals	Monthly
Increased Counseling Services	Number of student interactions with new Counselor	Weekly
Increased Afterschool Tutorial for Student Academics	Data collected by teachers providing service	Monthly
Prep Period "Buyout" to Enhance Academic Interventions	Core academic grading progress by student	Every 4 Weeks

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
- If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/larpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA. In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be succinctly to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- o Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- o Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- o Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Burney Elementary School 2022-2023

Grade	Instructional Minutes TH	# Of Regular Dismissal Days	SubTotal Instructional Minutes Regular Days	Instructional Minutes Fri	# Of Early Dismissal Days	Late Start Day	SubTotal Instructional Minutes Early Release	Required	Total Instructional Minutes
TK	300	142	42,600	240	37	1 (-120 min)	8,760	36,000	51,240
K	300	142	42,600	240	37	1 (-120 min)	8,760	36,000	51,240
1	300	142	42,600	240	37	1 (-120 min)	8,880	50,400	51,240
2	300	142	42,600	240	37	1 (-120 min)	8,880	50,400	51,240
3	300	142	42,600	240	37	1 (-120 min)	8,880	50,400	51,240
4	320	142	45,440	240	37	1 (-120 min)	8,880	54,000	54,200
5	320	142	45,440	240	37	1 (-120 min)	8,880	54,000	54,200
6	320	142	45,440	240	37	1 (-120 min)	8,880	54,000	54,200

**Fall River Joint Unified School District
Instructional Minutes - Calculation
2022-2023**

Name of School Site *Burney Jr. Sr. High School*
Grade Level **Grades 7-12**

Regular School Day

Beginning time of regular school day	8:04 AM
Ending time of regular school day	3:15 PM
Regular School Day Minutes	431
Minus morning recess minutes	
Minus lunch period minutes	(40)
Minus afternoon recess minutes	
Equals Regular School Day Instructional Minutes	391
Multiplied by number of regular school days	140
Equals Total Regular School Day Minutes	54,740

Minimum School Day

Beginning time of minimum school day	8:04 AM
Ending time of minimum school day	12:30 PM
Minimum School Day Minutes	266
Minus morning recess minutes	
Minus lunch period minutes	
Minus afternoon recess minutes	
Equals Minimum School Day Instructional Minutes	266
Multiplied by number of minimum school days	39
Equals Total Minimum School Day Minutes	10,374

Other School Day: Late Start Day 12/1/2022

Beginning time of other school day	10:04 AM
Ending time of other school day	3:15 PM
Other School Day Minutes	311
Minus morning recess minutes	
Minus lunch period minutes	(40)
Minus afternoon recess minutes	
Equals Other School Day Instructional Minutes	271
Multiplied by number of other school days	1
Equals Total Other School Day Minutes	271

Total Number of School Days **180**

Total Annual Instructional Minutes **65,385**

1986-87 Requirement* **64,800**

**Fall River Joint Unified School District
Instructional Minutes - Calculation
Updated 12/20/22**

Name of School Site FALL RIVER ELEMENTARY

Grade Level Grade Kindergarten

Regular School Day

Beginning time of regular school day	8:30
Ending time of regular school day	14:45
Regular School Day Minutes	375
Minus morning recess minutes	-
Minus lunch period minutes	(20)
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	355
Multiplied by number of regular school days during 2022 - 23	132
Equals Total Regular School Day Minutes	46,860

Minimum School Day

Beginning time of minimum school day	8:30
Ending time of minimum school day	13:15
Minimum School Day Minutes	285
Minus morning recess minutes	-
Minus lunch period minutes	(20)
Minus afternoon recess minutes	-
Equals Minimum School Day Instructional Minutes	265
Multiplied by number of minimum school days during 2022 - 23	43
Equals Total Minimum School Day Minutes	11,395

Minimum School Day (April 2023 for Incoming K Screening)

Beginning time of regular school day	8:30
Ending time of regular school day	12:20
Regular School Day Minutes	230
Minus morning recess minutes	-
Minus lunch period minutes	(20)
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	210
Multiplied by number of regular school days during 2022 - 23	4
Equals Total Regular School Day Minutes	840

Total Number of School Days 180

Total Annual Instructional Minutes 59,330

1986-87 Requirement * 36,000

* Any district that offered more than these minutes during 1982-83 must offer the longer 1982-83 minutes in the current year to qualify for incentive funding.

Other School Day: Late Start Day 12/1/2

Beginning time of other school day	10:30
Ending time of other school day	14:45
Other School Day Minutes	255
Minus morning recess minutes	-
Minus lunch period minutes	(20)
Minus afternoon recess minutes	-
Equals Other School Day Instructional Minutes	235
Multiplied by number of other school days during 2022 - 23	1
Equals Total Other School Day Minutes	235

**Fall River Joint Unified School District
Instructional Minutes - Calculation
Updated 12/20/22**

Name of School Site FALL RIVER ELEMENTARY

Grade Level Grades 1 - 2

Regular School Day

Beginning time of regular school day	8:30
Ending time of regular school day	14:50
Regular School Day Minutes	380
Minus morning recess minutes	(20)
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	315
Multiplied by number of regular school days during 2022 - 23	136
Equals Total Regular School Day Minutes	<u>42,840</u>

Minimum School Day

Beginning time of minimum school day	8:30
Ending time of minimum school day	13:25
Minimum School Day Minutes	295
Minus morning recess minutes	(20)
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Minimum School Day Instructional Minutes	230
Multiplied by number of minimum school days during 2022 - 23	43
Equals Total Minimum School Day Minutes	<u>9,890</u>

Other School Day: Late Start Date 12/1/22

Beginning time of other school day	10:30
Ending time of other school day	14:50
Other School Day Minutes	260
Minus morning recess minutes	-
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Other School Day Instructional Minutes	215
Multiplied by number of other school days during 2022 - 23	1
Equals Total Other School Day Minutes	<u>215</u>

Total Number of School Days 180

Total Annual Instructional Minutes 52,945

1986-87 Requirement * 50,400

* Any district that offered more than these minutes during 1982-83 must offer the longer 1982-83 minutes in the current year to qualify for incentive funding.

**Fall River Joint Unified School District
Instructional Minutes - Calculation
updated 12/20/22**

Name of School Site FALL RIVER ELEMENTARY

Grade Level Grades 3 - 6

Regular School Day

Beginning time of regular school day	8:30
Ending time of regular school day	14:55
Regular School Day Minutes	385
Minus morning recess minutes	(15)
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	325
Multiplied by number of regular school days during 2022 - 23	136
Equals Total Regular School Day Minutes	<u>44,200</u>

Minimum School Day

Beginning time of minimum school day	8:30
Ending time of minimum school day	13:30
Minimum School Day Minutes	300
Minus morning recess minutes	(15)
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Minimum School Day Instructional Minutes	240
Multiplied by number of minimum school days during 2022 - 23	43
Equals Total Minimum School Day Minutes	<u>10,320</u>

Other School Day: Late Start Day 12/1/2

Beginning time of other school day	10:30
Ending time of other school day	14:55
Other School Day Minutes	265
Minus morning recess minutes	-
Minus lunch period minutes	(45)
Minus afternoon recess minutes	-
Equals Other School Day Instructional Minutes	220
Multiplied by number of other school days during 2022 - 23	1
Equals Total Other School Day Minutes	<u>220</u>

Total Number of School Days 180

Total Annual Instructional Minutes 54,740

1986-87 Requirement * 54,000

* Any district that offered more than these minutes during 1982-83 must offer the longer 1982-83 minutes in the current year to qualify for incentive funding.

**Fall River Joint Unified School District
Instructional Minutes - Calculation
2022-2023**

Name of School Site Fall River Junior-Senior High School
Grade Level Grades 7 - 12

Regular School Day	
Beginning time of regular school day	8:04
Ending time of regular school day	3:15
Regular School Day Minutes	431
Minus morning recess minutes	-
Minus lunch period minutes	(40)
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	391
Multiplied by number of regular school days during	140
Equals Total Regular School Day Minutes	54,740

Minimum School Day	
Beginning time of minimum school day	8:04
Ending time of minimum school day	12:30
Minimum School Day Minutes	266
Minus morning recess minutes	-
Minus lunch period minutes	-
Minus afternoon recess minutes	-
Equals Minimum School Day Instructional Minutes	266
Multiplied by number of minimum school days during	39
Equals Total Minimum School Day Minutes	10,374

Other School Day: Late Start Day 12/1/2022	
Beginning time of other school day	10:04
Ending time of other school day	3:15
Other School Day Minutes	311
Minus morning recess minutes	-
Minus lunch period minutes	(40)
Minus afternoon recess minutes	-
Equals Other School Day Instructional Minutes	271
Multiplied by number of other school days during	1
Equals Total Other School Day Minutes	271

Total Number of School Days 180

Total Annual Instructional Minutes **65,385**

1986-87 Requirement * **64,800**

* Any district that offered more than these minutes during 1982-83 must offer the longer 1982-83 minutes in the current year to qualify for incentive funding.

See Tick Mark Legend at _____.

**Fall River Joint Unified School District
Instructional Minutes - Calculation
2022-2023**

Name of School Site MVHS and SMHS Continuation
Grade Level Grades 9 - 12

Regular School Day

Beginning time of regular school day	8:00
Ending time of regular school day	11:30
Regular School Day Minutes	210
Minus morning recess minutes	-
Minus lunch period minutes	-
Minus afternoon recess minutes	-
Equals Regular School Day Instructional Minutes	210
Multiplied by number of regular school days during	179
Equals Total Regular School Day Minutes	37,590

Minimum School Day

Beginning time of minimum school day	_____
Ending time of minimum school day	_____
Minimum School Day Minutes	_____
Minus morning recess minutes	_____
Minus lunch period minutes	_____
Minus afternoon recess minutes	_____
Equals Minimum School Day Instructional Minutes	_____
Multiplied by number of minimum school days during	_____
Equals Total Minimum School Day Minutes	_____

Other School Day: Late Start Day 12/1/2022

Beginning time of other school day	10:00
Ending time of other school day	11:30
Other School Day Minutes	90
Minus morning recess minutes	-
Minus lunch period minutes	-
Minus afternoon recess minutes	-
Equals Other School Day Instructional Minutes	90
Multiplied by number of other school days during	1
Equals Total Other School Day Minutes	90

Total Number of School Days 180

Total Annual Instructional Minutes **37,680**

1986-87 Requirement * **32,400**

**Fall River Joint Unified School District
Instructional Minutes - Calculation
2022-2023**

Name of School Site Burney Community Day School
Grade Level Grades 7-12

Regular School Day

Beginning time of regular school day	8:00 AM
Ending time of regular school day	3:00 AM
Regular School Day Minutes	420
Minus morning recess minutes	10
Minus lunch period minutes	(40)
Minus afternoon recess minutes	10
Equals Regular School Day Instructional Minutes	360
Multiplied by number of regular school days	179
Equals Total Regular School Day Minutes	64,440

Minimum School Day

Beginning time of minimum school day	_____
Ending time of minimum school day	_____
Minimum School Day Minutes	_____
Minus morning recess minutes	_____
Minus lunch period minutes	_____
Minus afternoon recess minutes	_____
Equals Minimum School Day Instructional Minutes	_____
Multiplied by number of minimum school days	_____
Equals Total Minimum School Day Minutes	_____

Other School Day: Late Start 12/1/2022

Beginning time of other school day	10:00 AM
Ending time of other school day	3:00 AM
Other School Day Minutes	300
Minus morning recess minutes	-
Minus lunch period minutes	(40)
Minus afternoon recess minutes	10
Equals Other School Day Instructional Minutes	250
Multiplied by number of other school days	1
Equals Total Other School Day Minutes	250

Total Number of School Days 180

Total Annual Instructional Minutes **64,690**

Required Minutes: **64,800**

**Fall River Joint Unified School District
Instructional Minutes - Calculation
2022-2023**

Name of School Site Fall River Community Day School
Grade Level Grades 7-12

Regular School Day

Beginning time of regular school day	8:00 AM
Ending time of regular school day	3:00 AM
Regular School Day Minutes	420
Minus morning recess minutes	10
Minus lunch period minutes	(40)
Minus afternoon recess minutes	10
Equals Regular School Day Instructional Minutes	360
Multiplied by number of regular school days	179
Equals Total Regular School Day Minutes	64,440

Minimum School Day

Beginning time of minimum school day	
Ending time of minimum school day	
Minimum School Day Minutes	
Minus morning recess minutes	
Minus lunch period minutes	
Minus afternoon recess minutes	
Equals Minimum School Day Instructional Minutes	
Multiplied by number of minimum school days	
Equals Total Minimum School Day Minutes	

Other School Day: Late Start 12/1/2022

Beginning time of other school day	10:00 AM
Ending time of other school day	3:00 AM
Other School Day Minutes	300
Minus morning recess minutes	-
Minus lunch period minutes	(40)
Minus afternoon recess minutes	10
Equals Other School Day Instructional Minutes	250
Multiplied by number of other school days	1
Equals Total Other School Day Minutes	250

Total Number of School Days 180

Total Annual Instructional Minutes **64,690**

Required Minutes: **64,800**

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

Policy 5141.33

STUDENTS

Head Lice

The Governing Board believes that the district's head lice management program should emphasize the correct diagnosis and treatment of head lice in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestation.

School employees should report all suspected cases of head lice to the school nurse or designee as soon as possible.

Guidelines from the California Department of Health Care Services (DHCS) and a position statement from the California School Nurses Organization recommend that students with nits (lice eggs) be allowed to remain in school and that only students with an active, adult lice infestation be excluded from attendance.

If a student is found with active, adult head lice, he/she shall be excluded from attendance. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school once he/she is determined to be free of lice.

The Superintendent or designee shall send home the notification required by law for excluded students, (Education Code 48213)

Guidelines from CDPH and a position statement from the California School Nurses Organization recommend that a student with a chronic case of head lice should be reported to the school attendance review board (SARB). A "chronic" case is a student found infested during three separate months in a school year or for six consecutive weeks.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Legal Reference:

EDUCATION CODE

48210 48216 Persons excluded

49451 Physical examinations: parent's refusal to consent

Management Resources:

AMERICAN ACADEMY OF PEDIATRICS

Lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities,
2009

CALIFORNIA SCHOOL NURSES ORGANIZATION
Position Statement: Pediculosis Management, 2005

WEBSITES

California Department of Public Health: <http://www.cdph.ca.gov>

California School Nurses Organization: <http://www.scno.org>

Center for Disease Control and Prevention, Parasite Disease Information, Head Lice:

<http://www.cdc.gov/nicdod/dpd/parasites/lice>

(6/89 7/99) 7/06

Board Adopted: 6/15/2011

Policy 5141.33: Head Lice

Status: ADOPTED

Original Adopted Date: 07/01/1999 | Last Revised Date: 07/01/2012 | Last Reviewed Date: 07/01/2012

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 48320-48325	School attendance review boards
Ed. Code 49451	Physical examinations: parent's refusal to consent

Management Resources	Description
California Department of Public Health Publication	A Parent's Guide to Head Lice, 2008

California Department of Public Health
Publication

California School Nurses Organization

Website

Website

Website

Website

Website

Guidelines on Head Lice Prevention and Control for School
Districts and Child Care Facilities, rev. March 2012

Pediculosis Management, Position Statement, rev. 2011

CSBA District and County Office of Education Legal Services

Centers for Disease Control and Prevention, Parasitic Disease
Information, Head Lice

American Academy of Pediatrics

California School Nurses Organization

California Department of Public Health

Cross References

Code

5113

5113

5113.1

5113.1

5125

5125

5141.3

5141.3

5141.6

5141.6

Description

Absences And Excuses

Absences And Excuses

Chronic Absence And Truancy

Chronic Absence And Truancy

Student Records

Student Records

Health Examinations

Health Examinations

School Health Services

School Health Services