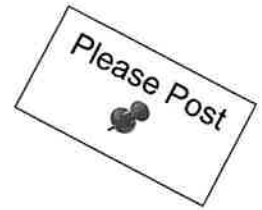


**FALL RIVER JOINT UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING**



DATE: November 08, 2023  
 TIME: 6:00 PM  
 LOCATION: District Office  
 20375 Tamarack Avenue  
 Burney, CA 96013

For those that would like to participate virtually, a Google Link is provided below  
[meet.google.com/zff-cvcf-dhh](https://meet.google.com/zff-cvcf-dhh)

**PUBLIC HEARING**

All parents, teachers, and members of the community interested in the affairs of the school district are encouraged to participate.

1. Open Public Hearing regarding the adoption of the Accounting of Developer Fees for the 2022-2023 Fiscal Year
2. Public input regarding the Accounting of Developer Fees for the 2022-2023 Fiscal Year
3. Close Public Hearing regarding the adoption of the Accounting of Developer Fees for the 2022-2023 Fiscal Year

Public Comment:

**AGENDA**

Individuals wishing to address the Board should register prior to the start of the meeting.

<b>1.</b>	<b>CALL TO ORDER</b>
<b>2.</b>	<b>ROLL CALL; ESTABLISH A QUORUM; SALUTE FLAG</b>
<b>3.</b>	<b>ADOPT AGENDA</b>
<b>4.</b>	<b>PUBLIC COMMENT</b> Opportunity for members of the public to address the Board. Note: 1) Individual speakers will be allowed three (3) minutes to address the Board. The maximum time allowed for each agenda item shall be 20 minutes. 2) Complaints presented to the Board must not involve specific reference to employees. Citizens should contact the Superintendent for complaint procedures regarding employees. 3) A school district cannot take action on a matter that has not been placed on the official agenda. (G.C. 54954.2)
<b>5.</b>	<b>CONSENT AGENDA</b> The consent agenda, if approved, will be recorded in the minutes, as if each item had been acted upon individually. Requests by members of the Board to have any item taken off the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.
	5.1 Approval of Minutes, October 11, 2023
	5.2 Approval of Personnel Report and actions therein
	5.3 Approval of Governing Board Commercial Warrant Report: # 4 (2023/2024) <ul style="list-style-type: none"> <li>• \$ 395,878.36 General Fund</li> <li>• \$ 31,780.37 Cafeteria/Food Service Fund</li> </ul>

5.4 2023-2024 Burney Fall River Education Foundation Grant Awards totaling <b>\$21,072.20</b> as follows:		
<b>Fall River Elementary School</b>	Outdoor Field Trips, Basketball Funnels for Playgrounds	\$3,457.23
<b>Burney Community Day School</b>	BCDS STEM/Cooking Lessons	\$712.50
<b>Mt. View High School</b>	STEM Sustainable Food Source Project	\$567.83
<b>Burney Elementary School</b>	Math Stackers, School Musical, Promoting Literacy, Decodable Books, Outdoor Fieldtrips	\$9,029.81
<b>Burney Jr/Sr High School</b>	Special Ed: Science, Literacy & Art, Laser for CNC Machine Library Update, Freelap Digital Timing System,	\$6,054.83
<b>Mt. Burney Center</b>	Brigance Assessment of Education	\$1,250.00
5.5 Approval of Quote from McHale Sign Co. for the Installation of Softball Score Board at Burney Jr/Sr High School		
5.6 Approval of EnergIIZE Terms and Conditions for Public School Bus Set Aside Participants for Participating in the Energy Infrastructure Incentives for Zero-Emission Commercial Vehicles Project		
5.7 Approval of Consultancy Outline from Alexis Johnson for the Fall River Joint Unified School District for the 2023-2024 School Year		
5.8 Approval of Revisions to Burney Jr/Sr High School SPSA Report for the Federal Program Monitoring Process Regarding EL Procedures and Information		
5.9 Approval to accept the following donations: <ul style="list-style-type: none"> <li>• <b>Fall River Elementary School – Total \$ 31.51</b> \$ 31.51 – C &amp; K Marketing</li> </ul>		
<b>6. NEW BUSINESS</b>		
6.1 Consider for Approval of Resolution 5 2023/2024: Accounting of Developer Fees for the 2022-2023 Fiscal Year		
6.2 Consider for Approval Houghton Mifflin Harcourt EL Curriculum		
6.3 Consider to Approve Request of Leave of Absence for Jazmine Royal Dates of Requested Leave: Monday, October 9, 2023 to Monday, March 25, 2024		
6.4 Consider for Approval the Request to Employ Conor McGibboney as a Multiple Subject First/Second Grade Teacher at Burney Elementary School, on the Basis of a Provisional Internship Permit (PIP)		
6.5 Consider to Approve the Reversal of the Longevity Clause “Longevity Clause Terminated for All New Hires as of 6/30/2021” on the Administrative Salary Schedule. Retroactive to 7/1/2021		
6.6 <b>INFORMATION ITEM:</b> Set December 13, 2023, as the Annual Organization Meeting of the Board <ul style="list-style-type: none"> <li>• Education Code 35143 requires that an annual organization meeting of the Board be held within 15 days after the second Friday in December</li> </ul>		
<b>7. REPORTS/ANNOUNCEMENTS</b>		
<b>8. FUTURE AGENDA ITEMS</b>		
<b>9. CLOSED SESSION</b> Government Code 54957.6: Negotiations Government Code 54956.9: Personnel		
<b>10. RECONVENE TO OPEN SESSION</b>		
<b>11. ADJOURNMENT</b>		

**Copies of the agenda, complete with backup materials, may be reviewed at the District Office. A schedule of the regular meetings, agendas and minutes can be reviewed on the District's website: [www.frjUSD.org](http://www.frjUSD.org)**

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

*Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting, may request assistance by contacting the Fall River Joint Unified School District, 20375 Tamarack Ave. Burney, CA 96013; telephone 530-335-4538; fax 530-335-3115*

**FALL RIVER JOINT UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES REGULAR MEETING**

DATE: October 11, 2023  
 TIME: 6:00 PM  
 LOCATION: Soldier Mt. High School  
 44144 A Street  
 McArthur, Ca 96056

To participate in the board meeting virtually the link is below  
[meet.google.com/gao-hrqg-fre](https://meet.google.com/gao-hrqg-fre)

**PUBLIC HEARING**

All parents, teachers, and members of the community interested in the affairs of the school district are encouraged to participate.

1. Open Public Hearing regarding intent to apply for a CDE waiver to adopt a 15 days schedule for the Extended School Year process.
2. Public input regard the intent to apply for a CDE waiver to adopt a 15 days schedule for the Extended School Year process.
3. Close Public Hearing regarding the intent to apply for a CDE waiver to adopt a 15 days schedule for the Extended School Year process.

**No Public Comment**

**UNAPPROVED MINUTES**

Individuals wishing to address the Board should register prior to the start of the meeting.

<b>1.</b>	<b>CALL TO ORDER</b> <u>R. Dougherty</u> @ 6:00 pm
<b>2.</b>	<b>ROLL CALL; ESTABLISH A QUORUM; SALUTE FLAG</b> Dougherty: <b>Present</b> Estes: <b>Present</b> Hamilton: <b>Absent</b> Hathaway: <b>Present</b> Norris: <b>Present</b> Others:
<b>3.</b>	<b>ADOPT AGENDA</b> <b>Motion to Adopt Agenda</b> <u>M. Estes</u> /2 <sup>nd</sup> <u>J. Norris</u> <b>Discussion:</b>  <b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b>
<b>4.</b>	<b>PUBLIC COMMENT</b> <b>No Public Comment</b>
<b>5.</b>	<b>CONSENT AGENDA</b> <b>Motion to Adopt Consent Agenda by</b> <u>J. Norris</u> /2 <sup>nd</sup> <u>J. Hathaway</u> <b>Discussion:</b> <b>R. Dougherty, Board President –</b> <ul style="list-style-type: none"> <li>• Thankful for all of the donation from the community</li> </ul> <b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b>

	5.1 Approval of Minutes, September 13, 2023
	5.2 Approval of Personnel Report and actions therein
	5.3 Approval of Governing Board Commercial Warrant Report: #3 - 2023/2024 <ul style="list-style-type: none"> <li>• \$ 810,292.52 General Fund</li> <li>• \$ 35,729.67 Café Food Service Fund</li> <li>• \$ 998.90 Capital Facilities Fund</li> </ul>
	5.4 Approval of Williams Quarterly Report <ul style="list-style-type: none"> <li>• No complaints were filed with any school in the district during the period of July 1, 2023 through September 30, 2023</li> </ul>
	5.5 Approval of Agreement between Fall River Joint Unified School District and Burney Basin Little League
	5.6 Approval of Cell Phone Stipends for the 2023/2024 School Year
	5.7 Approval of Agreement between Fall River Joint Unified School District and Sierra Nevada Journeys Camp for Fall River Elementary 6 <sup>th</sup> Grade Camp for the 2023-2024 School Year
	5.8 Approval of Memorandum of Understanding (MOU) between Fall River Joint Unified School District and Sly Park Environmental Education Center for Burney Elementary School 6 <sup>th</sup> Grade Camp 2023-2024
	5.9 Approval of FRJUSD's Intent to Apply for CDE Waiver to Adopt a 15 Day Schedule for the Extended School Year Process
	5.10 Approval of Attachment (A) and (B) to Memorandum of Understanding (MOU) between Fall River Joint Unified School District and Shasta College for the Dual Enrollment Program <ul style="list-style-type: none"> <li>• Term: August 1, 2023 to June 7, 2024</li> </ul>
	5.11 Approval of Terms of Teleservices Assignment between Fall River Joint Unified School District And Sunbelt Staffing, LLC <ul style="list-style-type: none"> <li>• Term: 9/20/2023 to 5/24/2024</li> </ul>
	5.12 Approval of Application for Water Well Permit between Fall River Joint Unified School District and Shasta County Resource Management Environmental Health Division
	5.13 Approval of Employment Contract between Fall River Joint Unified School District and Jeanne Utterback for the 2023-2024 School Year <ul style="list-style-type: none"> <li>• Term: July 1, 2023 to June 30, 2024</li> </ul>
	5.14 Approval of Consultancy Proposal for Kelly Freeland Sloat for the 2023-2024 School Year
	5.15 Approval of Certificated Substitute Pay Increase
	5.16 Accept the following donations: <ul style="list-style-type: none"> <li>• <b>For Burney Elementary – Total \$1,190.00</b></li> <li>• \$ 350.00 PG&amp;E Company &amp; Employee Giving</li> <li>• \$ 120.00 PG&amp;E Company &amp; Employee Giving</li> <li>• \$ 120.00 PG&amp;E Company &amp; Employee Giving</li> <li>• \$ 500.00 Mountain Cruisers – Library Donation</li> <li>• \$ 100.00 Dicalite Corp. – Library Donation</li> </ul>
<b>6.</b>	<b>NEW BUSINESS</b>
	6.1 INFORMATION ITEM: ROP Presentation by <b>Rick Dougherty</b> <ul style="list-style-type: none"> <li>• R.O.P. currently has approximately 300 students enrolled in the program</li> <li>• The program offers certifications. Some certifications only R.O.P. offer</li> <li>• Students say that the program is life-changing</li> <li>• 1.88 million in total funds</li> <li>• Received more CTEIG funds that anticipated</li> </ul>

	<p><b>6.2 INFORMATION ITEM: Presentation by Jean Boggs</b></p> <ul style="list-style-type: none"> <li>Information regarding the new SELPA office in Redding</li> <li>Disability Action Center (DAC) is a free program for families with special needs children 14-30 years old</li> </ul>
	<p><b>6.3 Consider to Approve Resolution 4 2023-2024 Revising the Observance of Lincoln Day for the 2023-2024 School Year</b></p> <p><b>Motion to Approve Resolution 2 2-23-2024 Revising the Observance of Lincoln Day for the 2023-2024 School Year by <u>J. Norris</u> /2<sup>nd</sup> <u>M. Estes</u></b></p> <p><b>Discussion:</b></p> <p>Dougherty: <b>Aye</b>  Estes: <b>Aye</b>  Hamilton: <b>Absent</b>  Hathaway: <b>Aye</b>  Norris: <b>Aye</b>  Others:</p> <p><b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b></p>
	<p><b>6.4 Consider to Approve Revision to District Policy 5123: Promotion/Retention</b></p> <p><b>Motion to Approve Revision to District Policy 5123: Promotion/Retention by <u>J. Hathaway</u> /2<sup>nd</sup> <u>J. Norris</u></b></p> <p><b>Discussion:</b></p> <p><b>G. Hawkins, Superintendent –</b></p> <ul style="list-style-type: none"> <li>Needed a small revision to the Promotion/Retention Policy</li> <li>Changed “Will to May” regarding retention due to a grade of D or below</li> </ul> <p><b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b></p>
	<p><b>6.5 Consider to Approve Request for the Issuance of a Variable Term Waiver to Employ Peter Finney as a Music, 7-12 Grade, Teacher at Fall River Jr/Sr High School and Burney Jr/Sr High School for the 2023-2024 School Year</b></p> <p><b>Motion to Approve Request for the Issuance of a Variable Term Waiver to Employ Peter Finney as a Music, 7-12 Grade, Teacher at Fall River Jr/Sr High School and Burney Jr/Sr High School for the 2023-2024 School Year by <u>M. Estes</u> /2<sup>nd</sup> <u>J. Norris</u></b></p> <p><b>Discussion:</b></p> <p><b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b></p>
	<p><b>6.6 Consider to Approve Request for the Issuance of a Subsequent Variable Term Waiver to Employ Janelle Howes as a Counselor at Burney Jr/Sr High School for the 2023-2024 School Year</b></p> <p><b>Motion to Approve Request for the Issuance of a Subsequent Variable Term Waiver to Employ Janelle Howes as a Counselor at Burney Jr/Sr High School for the 2023-2024 School Year by <u>J. Hathaway</u>/2<sup>nd</sup> <u>J. Norris</u></b></p> <p><b>Discussion:</b></p> <p><b>J. Pellegrino, Human Resources –</b></p> <ul style="list-style-type: none"> <li>Passed out information to board members with the different definitions of different waivers that the district is using</li> </ul> <p><b>Ayes: 4 Noes: 0 Absent: 1 Abstain: 0</b></p>

6.7 Consider to Approve Request of Leave of Absence for Mary Paddock

Dates of Leave: 11/1/2023 to 5/1/2024

**Motion to Approve Request of Leave of Absence for Mary Paddock by M. Estes /2<sup>nd</sup> J. Hathaway**

**Discussion:**

**Ayes: 4 Noes: 0 Absent: 1 Abstain: 0**

## **7. REPORTS/ANNOUNCEMENTS**

### **Isabella Cordova, FRHS Student Representative –**

- Homecoming was September 25<sup>th</sup>-29<sup>th</sup>
- Volleyball current record is 16-6
- Varsity football currently holds a 5-1 record for the season
- Soccer team holds a 17-3 record
- Cross Country. 14 students are running cross country
- FFA will be hosting an Opening and Closing competition. Approximately 300 FFA students from the Intermountain area will be in attendance
- 13 FFA members will be going to Indianapolis for the National FFA Convention

### **V. Hopper, FRHS Principal –**

- 9<sup>th</sup> grade class were the winners of the Highest Attendance for the month of September

### **R. Guerrero, BHS Principal –**

- 10<sup>th</sup> grade class had the highest attendance for the month of September at 96%
- 1<sup>st</sup> Quarter will end on October 20<sup>th</sup>
- The WASC Mid-Cycle visit date has been set for March 25, 2024
- Fall Academic Assembly will take place on October 27, 2023 at 11:30 am
- The unveiling of the new stadium lights at the Gene Pisenti Field will take place on Friday, October 20<sup>th</sup>
- Red Ribbon Week will take place the week of October 23<sup>rd</sup> – 27<sup>th</sup>

### **J. Utterback, Alternative Ed. Principal –**

- Appreciated the Alt. Ed. students being included in the safety presentation at BHS
- Enrollment in Ind. Study has doubled. Currently has approximately 40 students
- Classroom behavior has improved

### **T. Aderman, BES Principal –**

- Parent conferences are being held this week
- Held the first evacuation drills and bus evacuation training
- Student council has been elected
- Celebrated Native American Day
- Lion's Club pancake breakfast 10/27
- Halloween Family Dance 10/27

### **B. Lewis, FRE Teacher –**

- Parent conferences are currently underway
- K-3 grades will visit the pumpkin patch next week
- Halloween Parade

### **K. Wike, Director of Technology –**

- Busy getting the remaining cameras installed in the district
- IT is helping the Maintenance Department with issues with the thermostats
- Chromebooks currently have a life of ten (10) years. Very positive

### **G. Hawkins, Superintendent –**

- District administrators are doing a great job
- Appreciate the increase in sub pay. Hopefully it will attract more subs to the district
- Sgt. Ben Estill presented safety information at all school sites and at Cabinet regarding evacuation drills

<b>8.</b>	<b>FUTURE AGENDA ITEMS</b>
<b>9.</b>	<b>ADJOURNMENT of Regular Meeting</b> <u>R. Dougherty @ 6:58 pm</u>
<b>10.</b>	<b>CLOSED SESSION</b> 10.1 Government Code 54956.9 Personnel 10.2 Government Code 54957.6 Negotiations
<b>11.</b>	<b>RECONVENE TO OPEN SESSION</b>
<b>12.</b>	<b>ADJOURNMENT</b> <u>R. Dougherty @ 8:20 pm</u>
	<p><b>Copies of the agenda, complete with backup materials, may be reviewed at the District Office. A schedule of the regular meetings, agendas and minutes can be reviewed on the District's website:</b></p> <p>REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY</p> <p><i>Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting, may request assistance by contacting the Fall River Joint Unified School District, 20375 Tamarack Ave. Burney, CA 96013; telephone 530-335-4538; fax 530-335-3115</i></p>

November 8, 2023

Respectfully submitted,

Adopted and ordered entered into the records of the proceedings of the District.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date



Fall River Joint Unified School District  
**PERSONNEL REPORT NUMBER 4 – 2023/2024**  
 Wednesday, November 8, 2023

**CERTIFICATED**

**Effective Date**

Conor McGibboney	Hired as 1 – FTE 1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher at Burney Elementary School ~ New Position.	10/16/2023
Amy McKee	Resigned as 1 - .50 FTE Speech Language Pathologist.	11/3/2023
<b>CLASSIFIED</b>		
Keri Carmichael	Resigned as 1 - 3.0 Hour Café Worker at Burney Elementary School. Requested to be put on the Classified Substitute List.	10/16/2023
Angie McMullen	Hired as 1 – 3.0 Hour Yard Duty at Burney Elementary School ~ Replacing Katie Shumaker.	10/16/2023
Ronni Watson-Pearson	Hired as 1 – 3.0 Hour Café Worker at Burney Elementary School ~ Replacing Keri Carmichael.	10/17/2023

**COACHING, EXTRA DUTY, & SUBSTITUTE ASSIGNMENTS**

Amanda Deavers – BHS Jr. High Girls Basketball Coach – Replacing Maria Perez - Stipend

Cedalia Tyran – BHS Jr. High Volleyball Coach – Replacing Vanessa Espinosa – Stipend

Robee Knoch – FRHS Jr. High Boys Basketball Coach – Stipend

Evin Aderman – Certificated Substitute

Shunell Martin – Classified Substitute – Café, Paraprofessional, Yard Duty

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

TO: Board of Trustees  
FROM: Teresea Spooner  
DATE: October 24, 2023

SUBJECT: ***Approval: Governing Board Commercial Warrants***

Commercial Warrant Report No. 4 (2023/24) is being submitted for your review and approval (supporting information will be available for the Board at the meeting).

Commercial Warrants

\$	395,878.36	(General Fund)
\$	31,780.37	(Cafeteria Fund)

**RECOMMENDATION**

It is recommended that the Board take action to approve Commercial Warrant Report No. 4 (2023/24) as prepared and submitted by the Business Office.

## Checks Dated 10/05/2023 through 10/24/2023

Check Number	Check Date	Pay to the Order of	Check Amount
9010975441	10/05/2023	ADERMAN, TARA L	238.85
9010975442	10/05/2023	ALBAUGH, SARAH B	178.16
9010975443	10/05/2023	AMS.NET INC	13,757.10
9010975444	10/05/2023	BEYER, BRENT C	83.09
9010975445	10/05/2023	BURNEY PHYSICAL THERAPY	855.00
9010975446	10/05/2023	C & K MARKET INC	33.39
9010975447	10/05/2023	CANN- FIGEL, CASY	46.79
9010975448	10/05/2023	CDW GOVERNMENT INC	1,553.27
9010975449	10/05/2023	CITE	1,060.00
9010975450	10/05/2023	CRABTREE, JOHANNA G	115.80
9010975451	10/05/2023	EDMENTUM	3,300.00
9010975452	10/05/2023	EICHELBERGER, JENNIFER E	15.00
9010975453	10/05/2023	EMERGENCY VEHICLE OUTFITTING C	1,093.95
9010975454	10/05/2023	FALL RIVER JUSD (BROS)	123.00
9010975455	10/05/2023	FASTENERS INC	2,721.83
9010975456	10/05/2023	FREIGHTLINER NORTHWEST	76.48
9010975457	10/05/2023	FRONTIER	571.15
9010975458	10/05/2023	HORTON MCNULTY & SAETEURN LLP	4,210.00
9010975459	10/05/2023	IXL LEARNING	800.00
9010975460	10/05/2023	KNOCH, CHRISTINE	38.41
9010975461	10/05/2023	NATIONAL FFA ORGANIZATION	1,040.00
9010975462	10/05/2023	ODP BUSINESS SOLUTIONS LLC	642.66
9010975463	10/05/2023	QUILL CORPORATION	18.74
9010975464	10/05/2023	RED BARN	482.67
9010975465	10/05/2023	RIVERSIDE INSIGHTS	151.80
9010975466	10/05/2023	SCHOOLYARD COMMUNICATIONS	1,213.44
9010975467	10/05/2023	SMALL, SHELLY	48.60
9010975468	10/05/2023	STAPLES BUSINESS CREDIT	2,787.40
9010975469	10/05/2023	SUSAN B CABRERA	6,699.00
9010975470	10/05/2023	VALLEY MOTOR PARTS	64.08
9010975471	10/05/2023	VENEGAS, JACLYN N	90.13
9010975472	10/05/2023	WAXIE SANITARY SUPPLY	1,462.21
9010975741	10/10/2023	ACCO BRANDS USA LLC	402.87
9010975742	10/10/2023	ACCU-PRINT	90.00
9010975743	10/10/2023	ADERMAN, TARA L	113.15
9010975744	10/10/2023	ADVANCED DOCUMENT CONCEPTS	228.44
9010975745	10/10/2023	AG PARTS WORLDWIDE INC	51.16
9010975746	10/10/2023	ALBAUGH, SARAH B	200.43
9010975747	10/10/2023	ALSCO	198.26
9010975748	10/10/2023	AUBURN HARDWOODS COMPANY	941.72
9010975749	10/10/2023	BATTERY SYSTEMS	1,346.42
9010975750	10/10/2023	CALIFORNIA SAFETY COMPANY INC	1,896.40
9010975751	10/10/2023	CANN- FIGEL, CASY	92.13
9010975752	10/10/2023	CDW GOVERNMENT INC	1,359.96
9010975753	10/10/2023	CMRS-FP US POSTAL SERVICE	2,500.00
9010975754	10/10/2023	CRANE, SUSAN	440.16
9010975755	10/10/2023	DEAVERS, AMANDA L	99.56
9010975756	10/10/2023	EARNEST, JULIA F	74.45
9010975757	10/10/2023	ED STAUB AND SONS	6,180.30

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## Checks Dated 10/05/2023 through 10/24/2023

Check Number	Check Date	Pay to the Order of	Check Amount
9010975758	10/10/2023	EWELL EDUCATIONAL SERVICES INC	84.00
9010975759	10/10/2023	FALL RIVER SOLAR LLC	12,888.23
9010975760	10/10/2023	FALL RIVER VALLEY CSD	6,321.62
9010975761	10/10/2023	FRONTIER	3,805.51
9010975762	10/10/2023	HICKEY, FIONA B	412.65
9010975763	10/10/2023	HIMONT MOTEL	495.00
9010975764	10/10/2023	HIWAY GARAGE INC	218.00
9010975765	10/10/2023	HOPPER, VICTOR M	55.02
9010975766	10/10/2023	HOVIS HARDWARE INC	724.77
9010975767	10/10/2023	JOHN E THOMPSON	440.52
9010975768	10/10/2023	KIMBALL MIDWEST	69.18
9010975769	10/10/2023	KNOCH, CHRISTINE	261.35
9010975770	10/10/2023	LEE, TAHNEE B	136.62
9010975771	10/10/2023	MORTON, CATHERINE	111.01
9010975772	10/10/2023	NEUGEBAUER, RICK L	714.95
9010975773	10/10/2023	NORMAC INC	1,109.50
9010975774	10/10/2023	ODP BUSINESS SOLUTIONS LLC	137.11
9010975775	10/10/2023	PACIFIC GAS AND ELECTRIC	580.81
9010975776	10/10/2023	SISC	204,297.50
9010975777	10/10/2023	SWEETWATER	292.56
9010975778	10/10/2023	SYSCO FOOD SERV OF SACRAMENTO	915.88
9010975779	10/10/2023	TERESE SPOONER REV CASH	194.85
9010975780	10/10/2023	THE CHOOSE WELL GROUP	7,000.00
9010975781	10/10/2023	TORGRIMSON, REBECCA E	132.49
9010975782	10/10/2023	UBEO BUSINESS SERVICES	11,502.06
9010975783	10/10/2023	UTTERBACK, JEANNE M	460.60
9010975784	10/10/2023	VALLEY HARDWARE	1,578.05
9010975785	10/10/2023	VALLEY MOTOR PARTS	257.27
9010975786	10/10/2023	CA DEPT TAX & FEE ADMIN SALES & USE TAX	280.00
9010976237	10/12/2023	A TO Z BUS SALES INC	287.89
9010976238	10/12/2023	ALSCO	169.60
9010976239	10/12/2023	BARNES AND NOBLE	239.05
9010976240	10/12/2023	BOOKSOURCE	144.57
9010976241	10/12/2023	DANIELSEN COMPANY	10,764.22
9010976242	10/12/2023	FREIGHTLINER NORTHWEST	29.63
9010976243	10/12/2023	GOLD STAR FOODS	5,257.48
9010976244	10/12/2023	JONES SCHOOL SUPPLY CO INC	85.66
9010976245	10/12/2023	MINDWARE	259.26
9010976246	10/12/2023	OMNILOGIC INC	3,000.00
9010976247	10/12/2023	RIVERSIDE INSIGHTS	420.47
9010976248	10/12/2023	SCHOOL SPECIALTY	68.66
9010976249	10/12/2023	STILES LLC TYSON STENLUND	1,421.25
9010976250	10/12/2023	TESOL TRAINERS INC	450.00
9010976251	10/12/2023	US POSTMASTER	250.00
9010976252	10/12/2023	USI INC	411.47
9010976253	10/12/2023	VALLEY HARDWARE	35.36
9010976254	10/12/2023	ZOO PHONICS	498.70
9010976708	10/17/2023	ADCOCK, JANN K	811.49

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/05/2023 through 10/24/2023

Check Number	Check Date	Pay to the Order of	Check Amount
			Unpaid Tax <u>6.71</u>
			Expensed Amount 818.20
9010976709	10/17/2023	BURNEY WATER DISTRICT	6,410.90
9010976710	10/17/2023	C & K MARKET INC	377.28
9010976711	10/17/2023	CADA	300.00
9010976712	10/17/2023	CDW GOVERNMENT INC	4,000.00
9010976713	10/17/2023	CROSS PETROLEUM	4,759.65
9010976714	10/17/2023	CUE INC	220.30
9010976715	10/17/2023	DEPARTMENT OF JUSTICE	209.00
9010976716	10/17/2023	FP MAILING SOLUTIONS	90.09
9010976717	10/17/2023	GEPETTOS PIZZA	453.00
9010976718	10/17/2023	GERLINGER STEEL AND SUPPLY CO	525.53
9010976719	10/17/2023	K & K DISTRIBUTING	11,228.91
9010976720	10/17/2023	MCARTHUR FARM SUPPLY	3,144.85
9010976721	10/17/2023	NATIONAL FFA ORGANIZATION	1,152.00
			Unpaid Tax <u>83.53</u>
			Expensed Amount 1,235.53
9010976722	10/17/2023	NEUGEBAUER, THERESA L	70.96
9010976723	10/17/2023	ODP BUSINESS SOLUTIONS LLC	231.88
9010976724	10/17/2023	PACKWAY MATERIALS INC	185.24
9010976725	10/17/2023	PEARSON NCS PEARSON INC	167.40
9010976726	10/17/2023	ROMEO, EDWARD D	124.24
9010976727	10/17/2023	ROSE, DAVID W	522.69
9010976728	10/17/2023	SEQUOIA FLORAL INTL	846.56
9010976729	10/17/2023	SUNBELT STAFFING LLC	3,088.00
9010976730	10/17/2023	SWEETWATER	293.13
9010976731	10/17/2023	TORRES, MARGARET K	22.83
9010976732	10/17/2023	TPx COMMUNICATIONS	2,215.42
9010976733	10/17/2023	UBEO BUSINESS SERVICES	126.56
9010976734	10/17/2023	WASTE MANAGEMENT INC	10,211.03
9010976735	10/17/2023	WAXIE SANITARY SUPPLY	41.02
9010976736	10/17/2023	WIESER EDUCATION INC	589.07
9010977634	10/24/2023	A TO Z BUS SALES INC	252.95
9010977635	10/24/2023	ADERMAN, TARA L	219.65
9010977636	10/24/2023	AT & T MOBILITY	86.48
9010977637	10/24/2023	BUS PARTS WAREHOUSE	569.84
			Unpaid Tax <u>37.99</u>
			Expensed Amount 607.83
9010977638	10/24/2023	C & K MARKET INC	9.98
9010977639	10/24/2023	CATE	735.00
9010977640	10/24/2023	CINTAS	67.05
9010977641	10/24/2023	COURTYARD SACRAMENTO AIRPORT N ATOMAS	166.69
9010977642	10/24/2023	ED STAUB AND SONS	5,981.15
9010977643	10/24/2023	FREIGHTLINER NORTHWEST	37.32
9010977644	10/24/2023	FRONTIER	822.39
9010977645	10/24/2023	GOPHER SPORTS EQUIPMENT NW5634	1,269.84
9010977646	10/24/2023	HARPER, ERICA D	1,822.31
9010977647	10/24/2023	HIWAY GARAGE INC	68.00

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Checks Dated 10/05/2023 through 10/24/2023

Check Number	Check Date	Pay to the Order of	Check Amount
9010977648	10/24/2023	LEGENDS OF LEARNING	1,800.00
9010977649	10/24/2023	MCI	19.73
9010977650	10/24/2023	MORTON, CATHERINE	929.02
9010977651	10/24/2023	ODP BUSINESS SOLUTIONS LLC	1,556.67
9010977652	10/24/2023	PELLEGRINO, JUNE E	36.45
9010977653	10/24/2023	REDWOOD TOXICOLOGY LAB INC	448.72
9010977654	10/24/2023	REMIND	1,452.00
9010977655	10/24/2023	SAFEWAY INC	359.70
9010977656	10/24/2023	SCHOOL HEALTH CORP	16.08
9010977657	10/24/2023	SHASTA COUNTY OFFICE OF EDUC	450.00
9010977658	10/24/2023	SHASTA WELDING SUPPLY INC	1,612.76
9010977659	10/24/2023	SMALL, SHELLY	106.60
9010977660	10/24/2023	SUPER DUPER PUBLICATIONS	83.75
9010977661	10/24/2023	SWEETWATER	88.95
9010977662	10/24/2023	SYSCO FOOD SERV OF SACRAMENTO	2,802.29
9010977663	10/24/2023	TESOL TRAINERS INC	450.00
9010977664	10/24/2023	VALLEY MOTOR PARTS	160.97
9010977665	10/24/2023	VON SCHALSCHA, MICHAEL P	759.62
		Unpaid Tax	9.50
		Expensed Amount	769.12
9010977666	10/24/2023	WAXIE SANITARY SUPPLY	1,518.34
9010977667	10/24/2023	ANDERS, FORREST D	62.45
9010977668	10/24/2023	CARMONAS APPLIANCE CENTER	1,451.99
9010977669	10/24/2023	CDW GOVERNMENT INC	134.18
9010977670	10/24/2023	COAST TO COAST COMPUTER PROD	96.51
9010977671	10/24/2023	FLORAL RESOURCES SACRAMENTO	188.22
9010977672	10/24/2023	HARBERT OIL COMPANY INC	105.91
9010977673	10/24/2023	K & K DISTRIBUTING	220.30
9010977674	10/24/2023	KAREN VANCLEAVE	1,720.00
9010977675	10/24/2023	KNOCH, CHRISTINE	778.62
9010977676	10/24/2023	ODP BUSINESS SOLUTIONS LLC	555.74
9010977677	10/24/2023	PACE SUPPLY CORP	32.25
9010977678	10/24/2023	UNIVERSITY OF OREGON	110.00
9010977679	10/24/2023	US BANK	1,767.55
9010977680	10/24/2023	US OMNI & TSACG COMP SERV	60.16
		<b>Total Number of Checks</b>	<b>172</b>
			<b>427,521.00</b>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General	165	395,878.36
13	CafeFoodSvc	10	31,780.37
	Total Number of Checks	172	427,658.73
	Less Unpaid Tax Liability		137.73
	<b>Net (Check Amount)</b>		<b>427,521.00</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

TEACHER	DESCRIPTION	REQUESTED	AWARDED	COMMENTS
<b>FALL RIVER ELEMENTARY</b>				
1 KIM BROWN et al	FRES OUTDOOR ED FIELD TRIPS	\$ 1,370.00	\$ 1,370.00	
	BASKETBALL FUNNELS for PLAYGROUNDS	\$ 2,087.23	\$ 2,087.23	
2 THERESA TUCKER				
	FRE Total	\$ 3,457.23	\$ 3,457.23	
<b>FALL RIVER JR/SR HIGH</b>				
3 JEANNETTE COCHRAN	FRHS VENDING MACHINE	\$ 6,000.00	\$ -	Does not meet BREF funding criteria
4 LIZ GUERRERO	FRHS STUDENT ACTIVITY SUPPLIES	\$ 1,200.00	\$ -	Does not meet BREF funding criteria
	FRHS Total	\$ 7,200.00	\$ -	
<b>BURNEY COMMUNITY DAY SCHOOL</b>				
5 CASY CANN-FIGEL	BCDS STEM/COOKING LESSONS	\$ 712.50	\$ 712.50	
	BCDS Total	\$ 712.50	\$ 712.50	
<b>MOUNTAIN VIEW HIGH SCHOOL</b>				
	STEM SUSTAINABLE FOOD SOURCE PROJ	\$ 567.83	\$ 567.83	
6 CAT MORTON				
	MVHS Total	\$ 567.83	\$ 567.83	

	<b>BURNEY ELEMENTARY</b>						
7	TARA ADERMAN	MATH STACKERS	\$ 2,490.00	\$ 2,490.00			
8	TARA ADERMAN	SCHOOL MUSICAL	\$ 3,000.00	\$ -		Can be funded through District grant for the Arts	
9	JENNIFER ARSENEAU	SPHERO FOR EDUCATION	\$ 3,296.92	\$ 3,296.92			
10	JULIE BARBUSH	PROMOTING LITERACY (BHS LIBRARY)	\$ 1,500.00	\$ 1,000.00		<b>Partial funding:</b> Only the books and teaching tools are funded. An additional ~\$130 in books may be purchased. The incentives are not funded.	
11	HOLLY SPAINHOWER, AMBER URLIE	DECODABLE BOOKS	\$ 1,052.89	\$ 1,052.89			
12	AMBER URLIE et al	BES OUTDOOR ED FIELD TRIPS	\$ 1,190.00	\$ 1,190.00			
		BES Total	\$ 12,529.81	\$ 9,029.81			
	<b>BURNEY HIGH SCHOOL</b>						
13	NIKKI LESSARD	SPECIAL ED: SCI, LITERACY & ART	\$ 1,684.32	\$ 1,384.32		Partial funding: No funding for the art/sensory tools from Temu. No on 3 Ed Innovations items (the two Solar Bots, and Weather Station Kit). Yes funding for the books from Scholastic.	
	MICHAEL VON SCHALSCHA	LASER FOR CNC MACHINE	\$ 4,120.51	\$ 4,120.51			
15	SHELLY SMALL	LIBRARY UPDATE	\$ 550.00	\$ 550.00			
16	JEDEDIAH TATE	FREELAP DIGITAL TIMING SYSTEM	\$ 2,916.13	\$ -		Does not meet BREF funding criteria	
		BHS Total	\$ 9,270.96	\$ 6,054.83			
	<b>MOUNT BURNEY CENTER</b>						
17	FORREST ANDERS	BRIGANCE ASSESSMENT OF EDUCATION	\$ 1,163.80	\$ 1,250.00		Includes tax	
		MBC Total	\$ 1,163.80	\$ 1,250.00			



		<b>REQUESTED</b>	<b>AWARDED</b>		
<b>GRAND TOTALS</b>		\$ 34,902.13	\$ 21,072.20		



**3707 ELECTRO WAY.  
REDDING, CA 96002  
(530) 223-2030  
FAX (530) 223-2060**

**PROPOSAL  
Proposal #: 12214**

**Proposal Date:** 10/10/23  
**Customer #:** 4110  
**Page:** 1 of 3

<b>SOLD TO:</b>	<b>JOB LOCATION:</b>
BURNEY HIGH SCHOOL 37571 MOUNTAIN VIEW RD. BURNEY CA 96013	BURNEY HIGH SCHOOL 37571 MOUNTAIN VIEW RD. BURNEY CA 96013  REQUESTED BY: Ray Guerrero

McHale Sign Company (HEREINAFTER CALLED THE "COMPANY") HEREBY PROPOSES TO FURNISH ALL THE MATERIALS AND PERFORM ALL THE LABOR NECESSARY FOR THE COMPLETION OF:

QTY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	QUOTE #26808 PROVIDE LABOR TO INSTALLL CUSTOMER PROVIDED SOFTBALL SCORE BOARD ON EXISTING STRUCTURE. REMOVE AND DISPOSE EXISTING.	\$6,200.00	\$6,200.00

ALL MATERIAL IS GUARANTEED TO BE AS SPECIFIED, AND THE ABOVE TO BE IN ACCORDANCE WITH THE DRAWINGS AND OR SPECIFICATIONS SUBMITTED FOR THE ABOVE WORK AND COMPLETED IN A WORKMANLIKE MANNER FOR THE SUM OF:

**TOTAL PROPOSAL AMOUNT: \$6,200.00**

**TERMS: 30.0% DOWN, BALANCE DUE ON COMPLETION**  
(INTEREST OF 1.5% PER MONTH WILL BE ADDED TO PAST DUE ACCOUNTS)

**THIS PRICE DOES NOT INCLUDE ELECTRICAL HOOKUP, PERMITS, ENGINEERING OR TAX UNLESS SPECIFICALLY STATED.**

NOTE: THIS PROPOSAL MAY BE WITHDRAWN IF NOT ACCEPTED WITHIN 30 DAYS. WORK WILL NOT BEGIN UNTIL DOWN PAYMENT AND WRITTEN ACCEPTANCE OF PROPOSAL AND DRAWINGS IS RECEIVED.

ANY ALTERATION FROM THE ABOVE SPECIFICATIONS INVOLVING EXTRA COSTS, WILL BE EXECUCED ONLY UPON WRITTEN ORDERS, AND WILL BECOME AN EXTRA CHARGE OVER AND ABOVE THE ESTIMATE TO BE PAID BY THE PURCHASER.

**TERMS AND CONDITIONS**

1. UPON DEFAULT IN THE PAYMENT OF ANY SUMS HEREIN AGREED, McHale Sign Company MAY, AT ITS OPTION, DECLARE THE ENTIRE BALANCE FULLY DUE AND PAYABLE WITHOUT FURTHER NOTICE TO CUSTOMER; AND WHEN DECLARED, CUSTOMER AGREES TO PAY INTEREST ON SAID BALANCE, WHEN DECLARED DUE AT THE RATE OF 1.5% PER MONTH. CUSTOMER FURTHER AGREES TO PAY ALL REASONABLE COSTS OF COLLECTION OF SAID BALANCE INCURRED BY THE COMPANY, INCLUDING ATTORNEY'S FEES.
2. BOTH PARTIES HERETO AGREE THAT THE TITLE TO SAID ELECTRICAL SIGN SHALL REMAIN IN THE COMPANY UNTIL PAID FOR IN FULL, BUT AFTER DELIVERY TO THE CUSTOMER ALL OF DAMAGE FROM FIRE OR OTHER CAUSES AFTER SAID DELIVERY SHALL BE ASSUMED BY SAID CUSTOMER AND WILL NOT EFFECT THE RIGHTS OF THE COMPANY TO ENFORCE THE PURCHASE PRICE THEN UNPAID.
3. IT IS FURTHER AGREED BY BOTH PARTIES THAT ALL PROVISIONS IN REGARD TO THE PROJECT ARE CONTAINED IN WRITING HEREIN.
4. ALL TERMS AND CONDITIONS OF THIS CONTRACT SHALL BE BINDING UPON ANY SUCCESSORS, ASSIGNEES OR OTHER LEGAL REPRESENTATIVES OF THE RESPECTIVE PARTIES BUT NO ASSIGNMENT SHALL BE MADE BY THE CUSTOMER WITHOUT CONSENT OF THE COMPANY IN WRITING, UNLESS FULL PAYMENT OF THE TOTAL CONSIDERATION HAS BEEN MADE.

COMPANY INITIALS \_\_\_\_\_

CUSTOMER INITIALS *gh*

**EMAILED**  
*10/11/23 gh*



3707 ELECTRO WAY.  
REDDING, CA 96002  
(530) 223-2030  
FAX (530) 223-2060

# PROPOSAL

## Proposal #: 12214

Proposal Date: 10/10/23  
Customer #: 4110  
Page: 2 of 3

- 5. McHale Sign Company SHALL SECURE ALL NECESSARY PERMITS FROM THE BUILDING OWNER, AND/OR OTHERS WHOSE PERMISSION IS REQUIRED FOR THE INSTALLATION OF THE SIGN AND SAID SHALL BE LIABLE FOR ANY OBSTRUCTION OF DELIVERY DUE TO DELAY IN OBTAINING SUCH PERMISSION, AND IF CUSTOMER EXECUTES THIS CONTRACT OF SALES WITHOUT EVER OBTAINING PERMISSION FROM PARTY OR PARTIES NECESSARY FOR THE INSTALLATION OF SAID SIGN, THEN HE/SHE PURCHASES SAME AND IS BOUND TO THE TERMS AND CONDITIONS OF THIS CONTRACT AS THOUGH HE/SHE HAD OBTAINED SAID PERMISSION AND HE/SHE AGREES TO RELIEVE THE COMPANY FROM ANY LIABILITY FOR ITS FAILURE, WITHIN 10 DAYS OF DELIVERY TO ERECT OR INSTALL SAID SIGN.
- 6. CUSTOMER AGREES TO PROVIDE SERVICE FEED WIRE OF SUITABLE CAPACITY AND APPROVED TO LOCATION OF DISPLAY IN ADVANCE OF INSTALLATION.
- 7. WHEN EXCAVATION IS REQUIRED, THE COMPANY WILL CONTACT USA NORTH TO LOCATE PUBLIC UTILITIES. LOCATION OF PRIVATE UTILITIES IS SOLE RESPONSIBILITY OF THE CUSTOMER. IN THE EVENT ROCK IS ENCOUNTERED IN THE DRILLING PROCESS, TO THE POINT WHERE SPECIAL EQUIPMENT IS REQUIRED, ADDITIONAL MONIES MAY BE REQUESTED IN WRITING BY THE COMPANY.
- 8. ALL PRODUCTS MANUFACTURED BY THE COMPANY ARE GUARANTEED UNCONDITIONALLY AGAINST DEFECTIVE PARTS, MATERIALS AND WORKMANSHIP, WITH EXCEPTION OF INCANDESCENT AND FLUORESCENT LAMPS (AS THEY ARE NEVER GUARANTEED) FOR A PERIOD OF ONE YEAR. FOR THE NEXT YEAR, MATERIAL, WITH THE EXCEPTION OF LAMPS, WILL BE REPLACED AT NO COST TO THE BUYER. THE COST OF LABOR, HOWEVER, WILL BE CHARGED AT THE, THEN CURRENT, HOURLY RATES.

THIS PROPOSAL DOES NOT BECOME EFFECTIVE UNTIL SIGNED AND DATED BY THE COMPANY.

THE ABOVE PRICES, SPECIFICATIONS, AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED. YOU ARE AUTHORIZED TO DO THE WORK AS SPECIFIED. PAYMENT WILL BE MADE AS OUTLINED ABOVE.

SALESPERSON: \_\_\_\_\_

DATE: \_\_\_\_\_

ACCEPTED BY: Greg F. Hawkins

TITLE: Superintendent

SIGNATURE: [Handwritten Signature]

DATE: 10/14/23

COMPANY INITIALS \_\_\_\_\_

CUSTOMER INITIALS [Handwritten Initials]



**3707 ELECTRO WAY.  
REDDING, CA 96002  
(530) 223-2030  
FAX (530) 223-2060**

# DEPOSIT INVOICE

**Invoice #: DP12214**

Inv Date: 10/10/23  
Customer #: 4110  
Page: 3 of 3

<b>SOLD TO:</b>	<b>JOB LOCATION:</b>
BURNEY HIGH SCHOOL 37571 MOUNTAIN VIEW RD. BURNEY CA 96013	BURNEY HIGH SCHOOL 37571 MOUNTAIN VIEW RD. BURNEY CA 96013  REQUESTED BY: Ray Guerrero

ORDERED BY	PO NUMBER	SALESPERSON	ORDER DATE	PAYMENT TERMS	DUE DATE
Ray Guerrero			10/10/23	30.0% Due Upon Receipt	12/05/23

QTY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	QUOTE #26808 PROVIDE LABOR TO INSTALLL CUSTOMER PROVIDED SOFTBALL SCORE BOARD ON EXISTING STRUCTURE. REMOVE AND DISPOSE EXISTING.	\$6,200.00	\$6,200.00
	TOTAL PROPOSAL AMOUNT		----- \$6,200.00
	*** FINAL INVOICE AMOUNT MAY VARY UPON COMPLETION ***		

<b>PLEASE PAY THIS DEPOSIT AMOUNT:</b>	<b>\$1,860.00</b>
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## EnergIIZE Terms and Conditions

for Public School Bus Set Aside Participants

### Instructions

*Note: These Terms and Conditions for the Public School Bus Set Aside reflect those of the most recent EnergIIZE Terms and Conditions. In addition they will not be accepted until Step 2 of the EnergIIZE process.  
Release date: October 14, 2022; Revision Date: October 14, 2022; Effective October 14, 2022*

#### Purpose of this form

As a condition for participating in the Energy Infrastructure Incentives for Zero-Emission Commercial Vehicles (EnergIIZE) Project, potential program participants must comply with the requirements below. These requirements are important, and require the participant's (your) agreement, for three major reasons:

1. Maintaining program integrity
2. Protecting the EnergIIZE and CEC from offering incentives and services to participants who do not intend to or who cannot comply with necessary program procedures or requirements.
3. Protecting the participant's compliance with program procedures and requirements, and setting out what is explicitly within (and what is outside of) the ambit of conditions that must be agreed to.

In short, this document is important not just because it involves a series of binding commitments, but because it allows for even greater collaboration and clearer understanding between the CEC, EnergIIZE staff, and the participant. These instructions are meant to guide you through the document and the nature of the commitment.

Accordingly, each of these terms must be agreed to for incentive funds to be distributed and used. If you do not agree with a term, or would like further explanation of what it entails, you should contact EnergIIZE staff immediately at [SchoolBusInfrastructure@calstart.org](mailto:SchoolBusInfrastructure@calstart.org).

You should know that by signing this document (and you will formally sign an item stating the following), you acknowledge several key points:

- That you have read and understand the terms and conditions.

- That you agree to be bound by these terms, not just individually but all of them.
- That the acknowledgement and signing that you are providing, together with your signature and information on who you are signing form, is accurate.
- That you have been granted authority by my organization to sign and agree on their behalf.

Again, if you have any questions about what is entailed in this acknowledgement, or if you are not fully certain that you have authorization to sign this form, please contact EnergIIZE staff at the email already mentioned.

Early on in the EnergIIZE process, we require participants to read these terms and conditions, to understand better what they will be and what the commitments entail. Every effort has been made to clarify the terms, but again, if you need explanation, call us. The instructions below apply to those who have progressed to the stage where they will be able to fill out the form.

### **How to use this form**

Participants must initial each of the 40 terms and conditions below, signifying their agreement to these terms and conditions. They must also, in addition, initial their acknowledgement they have agreed to these terms and conditions. They then must sign and date the document, and submit to staff according to instructions outlined in the EnergIIZE Implementation Manual School Bus Set Aside Addendum.

Note on signatures: digital signatures and other digitally entered markers are permissible, as forms can be submitted as pdfs, Microsoft Word documents, or other common formats. Physical signatures on printed out documents are also acceptable. Scanned images of physical signatures are also acceptable. If you have any questions or difficulties involved in signing, please reach out to EnergIIZE staff at the email already mentioned, [SchoolBusInfrastructure@calstart.org](mailto:SchoolBusInfrastructure@calstart.org).

The following steps will guide you through this process:

1. Participants should read each terms and conditions section carefully and signify their agreement by initialing the document under each and every one of the 40 terms.
2. Participants should note the range and diversity of terms and conditions, which are summarized briefly in the section below.

3. Sign each of the 40 terms and conditions with your agreement to the terms and/or assurance about the specified conditions. Use your initials. These can be digitally entered via keyboard (see the note above).
4. Sign the acknowledgement regarding the entire terms and conditions, and that you agree to execute the project under all of these terms.
5. Provide your organization (the name of the organization applying for incentives and which you represent), your name and title (as the name of someone authorized to represent the organization, your signature, and the date. Again, digital signatures (or typed names) can be submitted (see the note above).
6. Submit the document according to the instructions in the Implementation Manual Addendum for the School Bus Set Aside.

### **Overview of Terms and Conditions**

This is a brief overview in plain and condensed language of the terms and conditions. These explanations and what they convey do not supersede or take priority over the actual language of the terms and conditions below, but merely provide a brief indication of their general substance by summarizing them under their various headings. In addition, note that reading this overview is not a substitute for reading the terms below, but is meant as an orientation to allow you to approach the terms and conditions yourself. In this overview, section is rolled up as far as possible into a) a one-sentence high-level encapsulation, and then b) more summary detail, if relevant. Note: only sections, not the individual 49 terms and conditions (and the overall acknowledgement) are summarized, so letters will not match the individual numbers of the conditions.

#### **A. Infrastructure Will Support Medium-Duty and Heavy-Duty Vehicles**

- In this section, you assure equipment will be appropriate and at the site you specify.
- That is, you assure that the equipment you will purchase will support the vehicles which the program intends to support; you also agree that access to the equipment will be used at the location agreed upon in the application.

#### **B. Maintaining, Using, and Operating Equipment**

- In this section you agree to keep the equipment maintained, operational, and under an extended warranty.
- That is, you agree to ensure that the installed equipment is operational nearly all of the site's standard operating hours, and you will keep things this way for five years after it is installed and commissioned. This is so even if this very agreement is terminated or



dispensed with or has run its course.

- You also agree to maintain equipment insurance, which the law requires; that you will maintain it as the manufacturer recommends, that you operate it as the manufacturer recommends, all, in order to prolong its lifetime; you also agree to agree to the Manufacturers Terms and Conditions.
- Finally, you also agree to purchase an extended product warrantee.

#### C. Vendor Assurances

- In this section, you agree to the vendor will be certified according to common but critical state license boards certification standards; and that you will keep worker's compensation insurance for any vendors.
- That is, you, agree here that you will carry Worker's Compensation Insurance for all the vendors who will supply the infrastructure, who you will work with; and that you will satisfy EnerGIIZE staff with evidence if they request it.
- You also agree that the vendor will be certified with the Contractor's State License Board: that the vendor has a number, an active number, and has good standing.
- You also agree that you will perform reasonable due diligence on vendors, installers, and subcontractors.

#### D. Equipment Compliance

- This section deals with equipment compliance with applicable regulations, and that the EnerGIIZE Team can inspect it.
- That is, you agree that the equipment complies with local, state, and federal government rules and regulations, including those regarding air quality; and that you will be available for follow-up inspections by EnerGIIZE staff, if we request it. (We will not interfere with or delay the work on the site.)

#### E. Incentive Cancellation

- This section deals with tracking incentives when delivered or canceled.
- You agree to notify Tetra Tech (who assists the EnerGIIZE team in tracking the program) at an email we provide, any time an incentive has been received, or if it has been canceled or another point of contact is needed.

#### F. Public Funding Sources

- You agree to disclose other sources of public funding you use to purchase the equipment incentivized.

#### G. ADA Compliance

- You agree to comply with the Americans with Disabilities Act.



#### H. AB 841 Compliance

- In this section, you agree to comply with state regulations requiring a specially certified installer form part of the crew which installs the equipment, unless the equipment is installed by a certain specified utility, or under certain other conditions specified. The certification is the Electric Vehicle Training Program certification (EVTIP).

#### I. Billing and Payment

- In this section, you agree to comply with certain practices involving wages, tracking billing, and retaining records.
- That is, you agree to comply with public works requirements, which entails paying prevailing wages; to capture project billings clearly and itemize costs; to provide sufficient documentation and retain all project records for three years after you receive the final payment. EnerGIIZE staff can contact you for documentation at least three years after commissioning. You agree also that documentation is subject to audit by the California Energy Commission.

#### J. Requesting New Equipment

- If you want to include new or different equipment not identified in your application's Site Equipment Manifest (see the Application form), you will contact the EnerGIIZE staff and seek pre-approval.

#### K. Incentive Processing Center

- Part of the EnerGIIZE process involves setting up an Incentive Processing Center account. You here agree to keep the account active after commissioning for three years, and work with the vendor to provide appropriate documentation.

#### L. Data Collection

- You agree to a minimum of 36 months of data collection on equipment, reported quarterly, qualitative and quantitative metrics as specified by EnerGIIZE staff and as specified in the Implementation Manual Addendum; and to answer surveys from EnerGIIZE staff for the same period of time; I am expected to comply with these requirements, as specified in current and future Implementation Manual Addendums to the Public School Bus Set Aside.

#### M. Project Timeline

- You agree to inform EnerGIIZE staff if the time between award and final commissioning of the equipment grows to exceed twenty-four months.

#### N. Information Sharing

- You agree and understand basic information about the project will be shared with utility



providers for planning and coordination, and that other general information might be shared publicly. EnergIIZE staff will seek permission for sensitive information involving fleet names or exact locations.

O. Confidential Information

- In this section, you agree that materials submitted for this incentive request are considered confidential.

P. Compliance With Terms

- In this section, you agree to what happens if terms are not complied with.
- More specifically, you agree that payments may be withheld if there is a failure to comply and that EnergIIZE staff reserve rights and remedies available under the law to enforce the agreement terms; and that compliance also entails that all the information provided here is correct, that the end-user of the incentive cannot be changed after the request is submitted.

Q. Implementation Manual

- Here you acknowledge reading, understanding, and agreeing with all the provisions in the current implementation manual (including the Addendum for the School Bus Set Aside), and that EnergIIZE staff can make changes by written order within the manual which may affect the incentive rollout.
- Note: no changes will increase or decrease estimated cost or time required for completion of the project.

R. Privacy Policy

- Here you acknowledge reading and agreeing to the privacy policy.

S. Equipment

- In this last section, you understand that the request you are making as a participant is only valid for the specific equipment purchased through the vendor specified in the application, and that requests will be considered null and void if this changes.

T. Set-aside cancellation

- This item specifies, in addition to the Incentive Cancellation item already mentioned above, that EnergIIZE staff can determine that, if unforeseen information arises which may make it unfeasible for a vendor to install equipment prior to equipment purchase and after, or if Implementation Manual Addendum guidelines are not met, the incentive can be made null and void. Again, this is intended to occur before any equipment is purchased, however in any case this will occur via an assessment and resolution process conducted with CEC/CARB. This item is to protect the integrity of the program and the



participant from unforeseen complications specific to supplying infrastructure to vehicles via the set-aside. The condition involving noncompliance with the guidelines in the Addendum includes Implementation Manual Addendum items 2.3 on Qualifications to Set-Aside Offerings.

U. Acknowledgement of terms

- Finally, this acknowledgement attests to the signer of this form being authorized to sign it; and that the representative signing these terms have read and understood, and agrees to be bound by, the terms and conditions.

# EnergIIZE Terms and Conditions

for Public School Bus Set Aside Participants

## Terms and Conditions

Note: These Terms and Conditions for the Public School Bus Set Aside reflect those of the most recent EnergIIZE Terms and Conditions.

Release date: October 14, 2022; Revision Date: October 12, 2022; Effective October 14, 2022

### Infrastructure Will Support Medium-Duty and Heavy-Duty Vehicles

1. gf I assure that equipment purchased with an EnergIIZE incentive, including electric vehicle charging and hydrogen fueling equipment, will be utilized for the charging or fueling of Class 2b – Class 8 commercial vehicles;
2. gf I agree to provide access to charging/fueling equipment for the intended commercial fleet or the public at the agreed upon location;

### Maintaining, Using, and Operating Equipment

3. gf I agree to ensure that chargers installed in the project are operational at least 97 percent of a charging site's standard hours of operation for five years after commissioning. Without limitation to other rights and remedies which the CEC may have, including but not limited to provisions specified in the Terms and Conditions of this agreement, this requirement to ensure operability for five years after commissioning shall survive the completion or termination date of this agreement;
4. gf I agree to maintain equipment insurance as required by law;
5. gf I agree to ensure equipment purchased with an EnergIIZE incentive, including electric vehicle charging and hydrogen fueling equipment, will be maintained as recommended by the manufacturer and as needed to prolong the equipment lifetime;
6. gf I agree that equipment purchased with an EnergIIZE incentive, including electric vehicle charging and hydrogen fueling equipment, will be operated as recommended by the manufacturer to ensure durability and efficiency;
7. gf I agree to the Manufacturers Terms and Conditions for usage of the equipment and to purchase extended product warranty;

Vendor Assurances

8. g I agree to carry Worker's Compensation Insurance for all vendors who will be engaged in the performance of this Agreement and agree to furnish EnergIIZE Staff with satisfactory evidence of this insurance at any time it may be requested;
9. g If self-insured for worker's compensation, I hereby warrant such self-insurance is permissible under the laws of the State of California and agree to furnish to EnergIIZE Staff satisfactory evidence of this insurance at any time EnergIIZE Staff may request;
10. g I agree to ensure vendor and/or sub-vendor's, Contractors State License Board (CSLB) number active, in good standing, and make EnergIIZE Staff aware of any updates to my status in a timely manner.
11. g I agree to perform reasonable due diligence in the selection of a vendor, installer, or subcontractor who aids in the construction, installation, commissioning, or completion of an infrastructure site and hereby waive any rights to hold responsible EnergIIZE Staff for potential delays, damages, or injuries; if applicable.

Equipment Compliance

12. g I agree that equipment must be in compliance and remain in compliance with all applicable federal, state, and local rules and regulations, including those regarding air quality; furthermore, I agree that EnergIIZE Staff reserves the right to check compliance at any time;
13. g I agree to be available for any follow-up inspection by EnergIIZE Staff or their designee, if requested, and agree to provide reasonable facilities and assistance for the safety and convenience of their representatives. All site visits and evaluations will be performed in a manner that does not unduly interfere with or delay the work;

Incentive Cancellation

14. g When an incentive has been received, and in any instance wherein the incentive is canceled for any reason, I will notify [voucherprocessing@tetrattech.com](mailto:voucherprocessing@tetrattech.com) if a different person should receive these messages instead;

Public Funding Sources

15. g I agree to disclose to EnergIIZE Staff all sources of public funding that apply to the purchase of any equipment for which I request EnergIIZE incentives;



ADA Compliance

16. gf I agree to comply with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA;

AB 841 Compliance

17. gf I agree to comply with Assembly Bill 841 (2020). AB 841 (Ting, 2020) added Public Utilities Code (PUC) section 740.20, which requires Electric Vehicle Infrastructure Training Program (EVITP) certification to install electric vehicle charging infrastructure and equipment for work performed on or after January 1, 2022, subject to certain exceptions.

All electric vehicle charging infrastructure and equipment located on the customer side of the electrical meter shall be installed by a contractor with the appropriate license classification, as determined by the Contractors' State License Board, and at least one electrician on each crew, at any given time, who holds an EVITP certification. Projects that include installation of a charging port supplying 25 kilowatts or more to a vehicle must have at least 25 percent of the total electricians working on the crew for the project, at any given time, who hold EVITP certification. One member of each crew may be both the contractor and an EVITP certified electrician. The requirements stated in this paragraph do not apply to any of the following:

- (1) Electric vehicle charging infrastructure installed by employees of an electrical corporation or local publicly owned electric utility.
- (2) Electric vehicle charging infrastructure funded by moneys derived from credits generated from the Low Carbon Fuel Standard Program (Subarticle 7 (commencing with Section 95480) of Article 4 of Subchapter 10 of Chapter 1 of Division 3 of Title 17 of the California Code of Regulations).
- (3) Single-family home residential electric vehicle chargers that can use an existing 208/240-volt outlet.

Billing and Payment

18. gf I agree that all projects receiving funds through an Energize incentive shall comply with all California public works requirements (Lab. Code § 1720 et seq. and 8 CCR 16000 et seq.) including but not limited to the payment of prevailing wages;



19. gh I agree that all project billings shall clearly summarize actual itemized costs billed and requested for reimbursement as outlined as eligible costs in the EnergIIZE Implementation Manual. I agree that I will not present ineligible costs on any invoice submitted;
20. gh I agree to submit these itemized project billings and to report matching costs (if applicable) with sufficient supporting documentation and based upon actual costs incurred. I further acknowledge that the failure to do so may result in delayed payment;
21. gh I agree to retain all project records for a minimum of three (3) years after the final payment has been received or after the agreement term, whichever is later, unless otherwise specified in the funding agreement. These records include but are not limited to payment requests, the equipment invoice(s), proof of purchase, equipment payment information and related bank records, documentation of match funding, and purchaser information;
22. gh Upon written request from EnergIIZE Staff I agree to provide detailed documentation of all project expenses at any time throughout the project and for a period of at least three (3) years thereafter. I acknowledge and agree that project documentation, including documentation of project expenses, is subject to audit by the California Energy Commission or its designated representative.

#### Requesting New Equipment

23. gh I agree to seek pre-approval from the EnergIIZE Staff on the inclusion of new equipment for approval if not included on the Site Equipment Manifest;

#### Incentive Processing Center

24. gh I agree to keep my EnergIIZE Incentive Processing Center account, and any shared accounts, active while I have unredeemed incentives, for the three (3) years after project commissioning;
25. gh I agree to partner with any vendor involved in the installation to ensure complete documentation for incentive redemption;

#### Data Collection

26. gh I agree to ensure a minimum of thirty-six (36) months of data collection on deployed infrastructure equipment, reported quarterly, starting from the date of final commissioning. Data requirements are outlined in section 9.6 of the Implementation Manual;

27. gh I agree to respond to surveys put forth by EnergIIZE Staff on a quarterly basis for a period of thirty-six (36) months from the date of final commissioning;

#### Project Timeline

28. gh I agree to inform EnergIIZE Staff in a timely manner if the deployment timeline (time from notice of conditional award to final commissioning) exceeds twenty-four (24) months;

#### Information Sharing

29. gh I understand and agree that basic project information (i.e. location, organization name, and infrastructure to be installed) will be shared with geographically relevant utility provider(s) for the purposes of infrastructure planning and incentive coordination;
30. gh General information about my project may be shared publicly including project type, project zip code, type of infrastructure installed, and number of vehicles being serviced. EnergIIZE Staff will not use fleet names or exact locations without expressed permission.

#### Confidential Information

31. gh I agree that application materials submitted for this incentive request are considered confidential if marked as such;

#### Compliance with Terms

32. gh I agree that failure to comply with the terms of this agreement may result in withholding of future payments or repayment of received incentive funds to EnergIIZE Staff;
33. gh I agree the information represented on all forms submitted to EnergIIZE Staff as part of my application are true and correct and all supporting documentation is true and correct and meet the minimum requirements of EnergIIZE;
34. gh I understand and agree that after an incentive request is submitted, the end-user cannot be changed;
35. gh I understand that EnergIIZE Staff reserves all rights and remedies available under the law to enforce the terms of this agreement;

#### Implementation Manual

36. gh I acknowledge that EnergIIZE Staff may at any time, by written order, make changes within the EnergIIZE Implementation Manual to affect future incentive rollout. Any such changes



will not cause an increase or decrease in the estimated cost of, or the time required for, completion of the current project under this agreement;

37. df I have read, understand, and agree to all provisions in the EnergllZE Implementation Manual and the EnergllZE Implementation Manual Addendum for the School Bus Set Aside;

#### Privacy Policy

38. df I have read and agree to the EnergllZE Commercial Vehicles Privacy Policy;

#### Equipment

39. df I understand and agree that this EnergllZE incentive request is only valid for the specific equipment purchased through the specified vendor/manufacture, and that any incentive provided based on this request will be null and void if the purchaser, vendor/manufacture, or equipment identified herein change after incentive receipt or for noncompliance with applicable EnergllZE requirements;

#### Set-Aside Cancellation

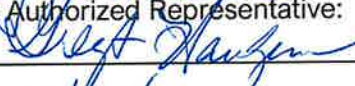
40. df I understand and agree that EnergllZE Staff can determine that, for reasons of site ownership issues, vendor inabilities to coordinate with the participant, or equipment issues which make it unfeasible for a vendor to install equipment, or if Implementation Manual Addendum guidelines are not met that, prior to infrastructure being purchased and after, an incentive provided through the set-aside could be made null and void at the determination of EnergllZE staff; and that before such a determination comes to pass, a case-specific assessment of the participant's application information and progress as well as agreements with vendors and/or landlords will be conducted together with CEC and CARB; and that this determination is to take place, if at all, before the purchase of infrastructure, to the best ability of the EnergllZE Staff,, the incentive can be made null and void. I understand that this item is to protect the integrity of the program and the participant from unforeseen complications specific to supplying infrastructure to vehicles via the set-aside. I understand that this includes Implementation Manual Addendum items 2.3 on Qualifications to Set-Aside Offerings. In addition, I understand that these Terms and Conditions, if and where they differ from EnergllZE terms and conditions referenced in the subtitle and heading to this document (and specified in the EnergllZE Project Implementation Manual) add upon (where these terms are more material and more specific) and reflect those EnergllZE terms.

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## Acknowledgement and Signature by Participant

### Acknowledgement of Terms

Participant is sole signer of this agreement: By signing this EnergIIZE Incentive Request Terms and Conditions Form, I acknowledge that I have read and understand, and participant agrees to be bound by, the entire terms and conditions as described above. I certify under penalty of perjury that the information provided is accurate and (if applicable) do hereby assert I have been granted authority by my organization to sign and agree on their behalf.

Organization Name:	Fall River JT- Unified School District
Name of Authorized Representative and Title:	Greg F. Hawkins
Signature of Authorized Representative:	
Date:	10/18/23

Alexis Johnson  
PO Box 701  
Fall River Mills, CA

Fall River Joint Unified School District  
20375 Tamarack Ave.  
Burney, CA 96013  
Attn: Greg Hawkins

October 13,2023

Dear Mr. Hawkins:

Please consider this letter as my request to complete my consultancy in the calendar year 2024.I will continue to assist Mrs. Hickey with art lesson planning, project development, artwork production that will serve as examples for the students, and finally, will help with the annual high school Art Show; started last year in conjunction with the Intermountain Artists.

Here is a list of what I am going to help with:

- \*Cut mats for sketchbooks
- \*Block F:
  - Poster design
  - Paper cutting/taping
  - Tracing & Outlining
  - Helping finish posters before Thanksgiving Break
  - Help hang posters in the hallway
- \*Mask making
  - Help make masks
- \*Develop Art 2 lesson plans & make examples
- \*Art Shows
  - Mat cutting & help hang FRJUSD annual Juried High School Art Show (in conjunction with the Intermountain Artists) as well as help with signage
  - Preparation of artworks for the Shasta County Juried High School Art Show as well as the Juried Middle School show, both in Redding, CA
- \*Help with the Shasta County Health & Human Services Agency alcohol and drug prevention mural project (part of a grant the FRHS art department was awarded)
- \*Help hang FRJUSD artworks in the hallway of SCOE in Redding

Thank you for considering my request.

Sincerely,



Alexis Johnson

cc:Victor Hopper , Danniell Hampton

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burney Junior-Senior High School	45699894531000	October 27, 2023	November 8, 2023

## Purpose and Description

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

**Schoolwide Program**  
The purpose of the plan is a Schoolwide plan to include and involve all students attending Burney Junior Senior High School.

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

The school follows the district LCAP plan and local, state, and federal mandates for effectively meeting the ESSA requirements and aligning our goals with the district's LCAP plan.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The surveys used to provide data to Burney Junior Senior High School are the LCAP Survey and the Healthy Kids Survey (Summaries are available upon request).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Probationary teachers are formally evaluated twice a year, tenured teachers with less than 10 years experience are formally evaluated every other year. Teachers with at least 10 years of experience with the Fall River Joint Unified School District and are highly qualified are evaluated every 5 years. Informal classroom observations take place frequently with all teachers throughout the school year. A summary of findings through formal evaluations and observations would prove that current teachers at Burney Junior Senior High School are performing at a satisfactory level on their evaluations.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Burney Junior Senior High School assesses students annually through the California Assessment of Student Performance and Progress (CAASPP) Program on the SmarterBalanced assessments. The SmarterBalanced assessments are administered at grades 7, 8, and 11. Students are assessed on science curriculum on the California Science Test (CAST). The CAST is administered to students in 8th grade and once in their high school career. Local assessments are administered in all subject areas both formatively and summatively throughout the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All assessment data is analyzed and monitored to analyze student achievement and instructional practices & programs. Assessments are used to improve instructional practices & programs and to assist the teachers in monitoring and modifying classroom instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers except two are considered "highly qualified" at Burney Junior Senior High School. The two teachers who are not considered "highly qualified" are board approved and progressing in their respective credentialing in their subject area.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All core subject area teachers at Burney Junior Senior High School have access to state adopted textbooks, curriculum, and instructional materials. Teachers have the opportunity to pursue professional development opportunities throughout the calendar year. For the 2022-2023 school year most of the professional development opportunities are back to being offered in-person, some are still offered virtually or online.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All instructional staff development opportunities presented to the teachers at Burney Junior Senior High School are aligned and related to content standards, assessment, and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Currently, the administration provides ongoing instructional assistance and support for classroom teachers through observations, feedback, professional development, and trainings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration takes place on Friday afternoons. Burney Junior Senior High School has scheduled a minimum day every Friday to provide collaboration time for teachers, staff, and administration. Faculty meetings, department meetings, grade level meetings, student study teams, site council meetings, and department and/or grade level meetings takes place every Friday afternoon at Burney Junior Senior High School.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and instructional materials are aligned to the content and performance standards for each subject area.



Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Burney Junior Senior High School meets or exceeds recommended instructional minutes for reading/language arts and mathematics as reflected by the bell & master schedules. Burney Junior Senior High School dedicates 50 minutes per day for English Language Development (ELD) instruction and support.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Burney Junior Senior High School offers a sufficient number of intervention courses. One course that appears on the master schedule is a study skills 7/8 class for 7th & 8th grade students. Another intervention that does not appear on the master schedule is our pullout tutoring for our Native American students with a Native American paraprofessional that is available daily for our Native American students. Tutoring for our Native American students is available Monday through Friday predominantly in the afternoons. The master schedule at Burney Junior Senior High School does not provide much flexibility because some courses are only offered once throughout the school day and students have to make difficult choices in selecting courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The students at Burney Junior Senior High School have access to standards-based instructional materials. The instructional materials are available and appropriate to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The teachers at Burney Junior Senior High School use SBE-adopted textbooks and standards-aligned instructional materials in core subject areas. All students have access to standards-aligned core subjects.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Burney Junior Senior High School provides academic support classes for underperforming students in 7th & 8th grades. Our mathematics department offers a slower paced Integrated Mathematics II pathway, as a two-year course for underperforming mathematics students at the high school level in grades 10 and 11. The courses cover the Integrated Mathematics II class in two years. It is at a slowed pace. Integrated Mathematics IIA (1st-year/sophomore year) and Mathematics IIB (2nd-year/junior year) for high school students who underperformed in 9th grade Integrated Mathematics I. Burney Junior Senior High School provides English Language Development (ELD) instruction and support every day. Beginning with the 2022-2023 school year and continuing in the 2023-2024 school year, Burney Junior Senior High School provides ELD pullout support with the ELD teacher/paraprofessional daily. Burney Junior Senior High School provides after-school tutoring for all underperforming students with a credentialed teacher four days a week.

## Evidence-based educational practices to raise student achievement

Daily classroom instruction that includes evidence-based pedagogy take place daily at Burney Junior Senior High School. Formative and summative assessments to address and improve student achievement of the state standards take place throughout the school year culminating with the Smarter Balanced assessment in English/language arts and mathematics, and the California Science Test (CAST). Assessment data is used to guide and modify instruction throughout the school year. Professional development that addresses the Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP) is offered to teachers throughout the calendar year.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The College to Career Center is a resource center at Burney Junior Senior High School that provides resources to families, students, and the community to assist under-achieving students. There are many Shasta County and community resources utilized for under-achieving students at Burney Junior Senior High School. Resources and services are especially available to students who are identified as Low-Socioeconomic, Foster Youth, English Language Learners, Homeless, Native American, or Special Education.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The involvement of parents, community representatives, teachers, other school personnel, and students in the planning, implementation, and evaluation of the ConApp takes place through the School Plan for Student Achievement.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Special Education funds and other categoricals are provided for the ELD Teacher, ELD Paraprofessional, RSP Teacher, SDC Teacher, Special Education Paraprofessionals, and fund provide funding to help enable underperforming students such as English Language Learners, Low Socioeconomic, and Homeless/Foster Youth to meet standards.

Fiscal support (EPC)

District Block Grant and State and Federally funded programs provide annual fiscal support to Burney Junior Senior High School.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The school consulted with the faculty and staff of Burney Junior Senior High School and School Site Council members that include parents, students, classified and certificated staff, and administration

through monthly meetings throughout the 2022-2023 and 2023-2024 school years in planning the SPSA.

## **Resource Inequities**

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

Resource inequities identified would be providing additional services for underrepresented student groups, such as ELD students, low-socioeconomic, foster youth & homeless and the need for a full-time counselor at Burney Junior Senior High School has been identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	9.0%	11.16%	13.03%	22	27	31
African American	%	%	0%		0	0
Asian	0.4%	0.41%	0%	1	1	0
Filipino	0.4%	0.83%	0.42%	1	2	1
Hispanic/Latino	25.4%	26.03%	23.11%	62	63	55
Pacific Islander	0.4%	0.41%	0.42%	1	1	1
White	55.7%	52.89%	53.36%	136	128	127
Multiple/No Response	8.6%	7.44%	8.82%	21	18	21
<b>Total Enrollment</b>				244	242	238

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	40	52	47
Grade 8	50	43	51
Grade 9	49	44	41
Grade 10	40	39	39
Grade 11	35	33	28
Grade 12	30	31	32
<b>Total Enrollment</b>	244	242	238

### Conclusions based on this data:

1. The percentage of Native American students enrolled at Burney Junior Senior High School has increased from 9% in 2020-2021 to 13.03% in 2022-2023.
2. Students identified as White represent the largest student group of all student groups at Burney Junior Senior High School, representing 53.36% of the total student enrollment in 2022-2023.
3. There was a decrease in overall student enrollment at Burney Junior Senior High School from 244 in 2021-2022 to 238 in 2022-2023.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	11	9	5.7%	4.5%	3.8%
Fluent English Proficient (FEP)	11	11	12	4.5%	4.5%	5.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The number of English Learners at Burney Junior Senior High School decreased from 14 students in 2020-2021 to 11 students in 2021-2022 to 9 students in 2022-2023, and is still considered an insignificant subgroup at 3.8% of the total student population.
2. Students identified as Fluent English Proficient students at Burney Junior Senior High School increased from 4.5% in 2020-2021 & 2021-2022, to 5.0% in 2022-2023.
3. There were no students identified as English Learners reclassified to Fluent English Proficient (RFEP) during the 2020-2021 school years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	38	49	45	36	49	42	36	49	42	94.7	100.0	93.3
Grade 8	45	38	50	41	37	49	41	37	49	91.1	97.4	98.0
Grade 11	28	29	29	27	24	27	27	24	27	96.4	82.8	93.1
All Grades	111	116	124	104	110	118	104	110	118	93.7	94.8	95.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2476.	2491.	2477.	0.00	0.00	2.38	13.89	30.61	26.19	44.44	24.49	23.81	41.67	44.90	47.62
Grade 8	2558.	2515.	2480.	9.76	0.00	4.08	31.71	32.43	22.45	41.46	24.32	14.29	17.07	43.24	59.18
Grade 11	2574.	2608.	2574.	22.22	20.83	14.81	22.22	37.50	40.74	29.63	25.00	18.52	25.93	16.67	25.93
All Grades	N/A	N/A	N/A	9.62	4.55	5.93	23.08	32.73	27.97	39.42	24.55	18.64	27.88	38.18	47.46

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	0.00	6.12	9.52	55.56	67.35	64.29	44.44	26.53	26.19	
Grade 8	14.63	8.11	6.12	58.54	45.95	48.98	26.83	45.95	44.90	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	8.65	10.00	8.47	61.54	57.27	58.47	29.81	32.73	33.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.78	2.04	2.38	52.78	59.18	47.62	44.44	38.78	50.00
Grade 8	17.07	2.70	0.00	68.29	64.86	42.86	14.63	32.43	57.14
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	15.38	7.27	6.78	55.77	60.91	47.46	28.85	31.82	45.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	0.00	6.12	11.90	80.56	73.47	61.90	19.44	20.41	26.19
Grade 8	4.88	10.81	8.16	82.93	70.27	61.22	12.20	18.92	30.61
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4.81	10.00	13.56	76.92	73.64	61.86	18.27	16.36	24.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	0.00	6.12	2.38	75.00	65.31	64.29	25.00	28.57	33.33
Grade 8	12.20	8.11	6.12	75.61	70.27	73.47	12.20	21.62	20.41
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9.62	10.00	7.63	73.08	67.27	66.95	17.31	22.73	25.42

**Conclusions based on this data:**

1. The percentage of students who met standard on the 2022-2023 English/Language Arts/Literacy portion of the CAASPP assessment decreased from 32.73% on the 2021-2022 CAASPP assessment to 27.97% on the 2022-2023 CAASPP assessment at all grade levels.
2. The percentage of students who exceeded standard on the 2022-2023 English/Language Arts/Literacy portion of the CAASPP assessment increased from 4.55% on the 2021-2022 CAASPP assessment to 5.93% on the 2022-2023 CAASPP assessment at all grade levels.
3. The percentage of students enrolled who tested on the 2022-2023 CAASPP assessment for English/Language Arts/Literacy increased from 94.8% in 2021-2022 to 95.2% in 2022-2023 at all grade levels.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	38	49	45	36	49	43	36	49	43	94.7	100.0	95.6
Grade 8	45	38	50	39	37	49	39	37	49	86.7	97.4	98.0
Grade 11	28	29	29	27	24	27	27	24	27	96.4	82.8	93.1
All Grades	111	116	124	102	110	119	102	110	119	91.9	94.8	96.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2484.	2478.	2472.	0.00	2.04	6.98	19.44	14.29	6.98	33.33	34.69	37.21	47.22	48.98	48.84
Grade 8	2541.	2534.	2516.	7.69	10.81	14.29	20.51	13.51	14.29	41.03	43.24	26.53	30.77	32.43	44.90
Grade 11	2534.	2593.	2594.	3.70	20.83	7.41	18.52	29.17	29.63	29.63	16.67	40.74	48.15	33.33	22.22
All Grades	N/A	N/A	N/A	3.92	9.09	10.08	19.61	17.27	15.13	35.29	33.64	33.61	41.18	40.00	41.18

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 7	0.00	6.12	4.65	58.33	51.02	46.51	41.67	42.86	48.84			
Grade 8	7.69	10.81	16.33	71.79	59.46	51.02	20.51	29.73	32.65			
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	6.86	10.91	12.61	54.90	53.64	49.58	38.24	35.45	37.82			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.78	2.04	6.98	58.33	51.02	44.19	38.89	46.94	48.84
Grade 8	12.82	8.11	8.16	58.97	64.86	63.27	28.21	27.03	28.57
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	8.82	7.27	8.40	61.76	57.27	56.30	29.41	35.45	35.29



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	0.00	4.08	2.33	72.22	77.55	58.14	27.78	18.37	39.53
Grade 8	7.69	5.41	10.20	74.36	70.27	59.18	17.95	24.32	30.61
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5.88	8.18	7.56	69.61	71.82	58.82	24.51	20.00	33.61

**Conclusions based on this data:**

1. The percentage of students who met standard on the 2022-2023 mathematics portion of the CAASPP assessment decreased from 17.27% on the 2021-2022 mathematics portion of the CAASPP assessment to 15.13% on the 2022-2023 mathematics portion of the CAASPP assessment at all grade levels.
2. The percentage of students who exceeded standard on the 2022-2023 mathematics portion of the CAASPP assessment increased from 9.09% on the 2021-2022 mathematics portion of the CAASPP assessment to 10.08% on the mathematics portion of the CAASPP assessment at all grade levels.
3. The percentage of students enrolled who tested on the 2022-2023 mathematics portion of the CAASPP assessment increased from 94.8% in 2021-2022 to 96% in 2022-2023 at all grade levels.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		4	*	
10	*	*	*	*	*	*	*	*	*	*	4	*
11	*		*	*		*	*		*	*		*
All Grades										10	9	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. No School or Student Performance Data Reported.
2. No School or Student Performance Data Reported.
3. No School or Student Performance Data Reported.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>242</b>	<b>63.6</b>	<b>4.5</b>	<b>1.7</b>
Total Number of Students enrolled in Burney Junior-Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	4.5
Foster Youth	4	1.7
Homeless	1	0.4
Socioeconomically Disadvantaged	154	63.6
Students with Disabilities	52	21.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	27	11.2
Asian	1	0.4
Filipino	2	0.8
Hispanic	63	26.0
Two or More Races	18	7.4
Pacific Islander	1	0.4
White	128	52.9

**Conclusions based on this data:**

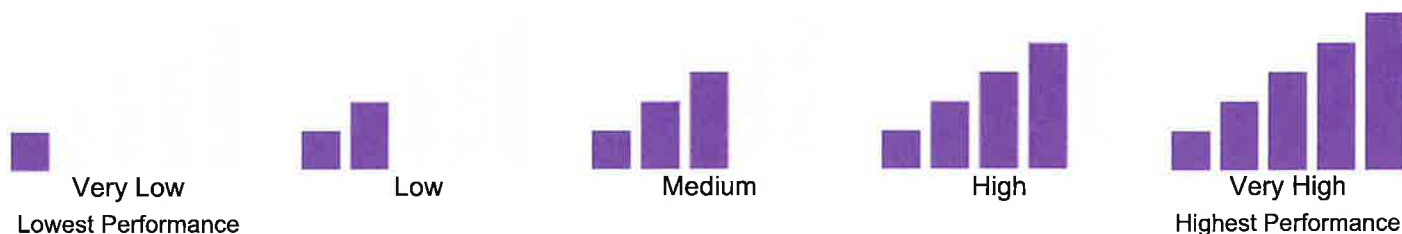
1. The majority of students at Burney Junior Senior High School (64%) are identified as Socioeconomically Disadvantaged.
2. Students with disabilities comprise 21.5% of the overall student population at Burney Junior Senior High School.
3. White students represent the highest percentage of students enrolled at Burney Junior Senior High School at 53% of the total enrollment.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  High	<b>Suspension Rate</b>  Very High
<b>Mathematics</b>  Low	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. The Graduation Rate at Burney Junior Senior High School is identified at the High Status level on the 2022 Fall Dashboard.
2. Academic Performance indicators for English Language Arts & Mathematics at Burney Junior Senior High School are at the Low Status level on the 2022 Fall Dashboard.
3. The Chronic Absenteeism indicator at Burney Junior Senior High School is identified as Very High on the Status level on the 2022 Fall Dashboard.

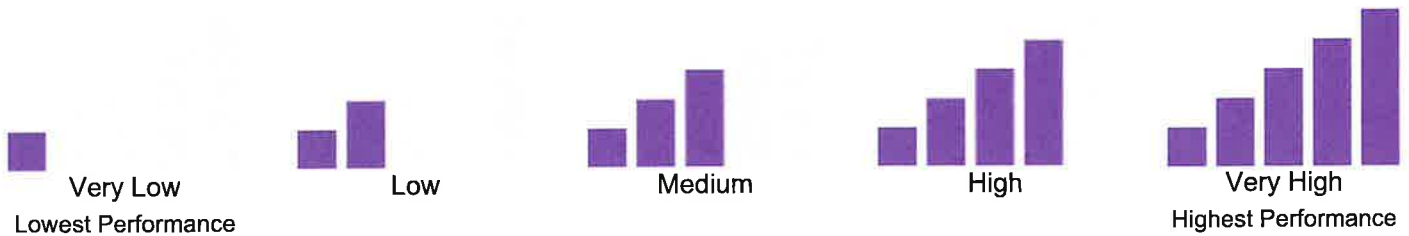


# School and Student Performance Data

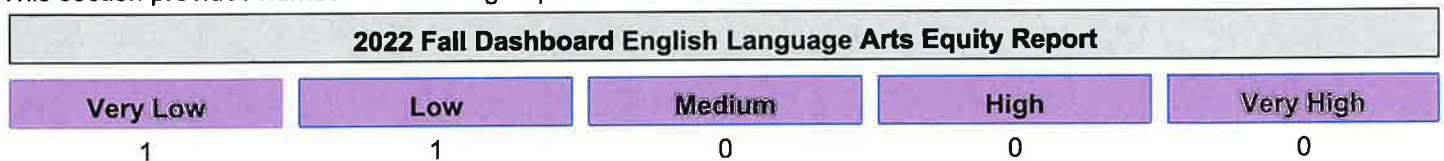
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Low 33.4 points below standard 107 Students</p>	<p><b>English Learners</b></p> <p>No Performance Level 3 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Level 2 Students</p>
<p><b>Homeless</b></p> <p>No Performance Level 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Very Low 52.2 points below standard 66 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Level 83.0 points below standard 21 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level 61.5 points below standard 13 Students		No Performance Level 1 Student
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 96.5 points below standard 27 Students	No Performance Level 10 Students		 Low 15.6 points below standard 59 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	32.3 points below standard 103 Students

**Conclusions based on this data:**

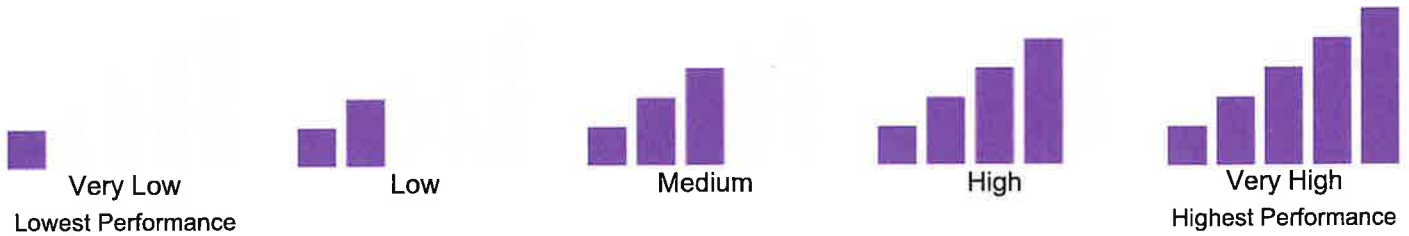
1. 59 White students at Burney Junior Senior High School performed at the Low Status level for English Language Arts and were 15.6 points below standard on the 2022 Fall Dashboard.
2. 66 Socioeconomically Disadvantaged students performed at the Very Low Status level for English Language Arts and were 52.2 points below standard on the 2022 Fall Dashboard.
3. 107 students at Burney Junior Senior High School performed at the Low Status level for English Language Arts and were 33.4 points below standard on the 2022 Fall Dashboard.

# School and Student Performance Data

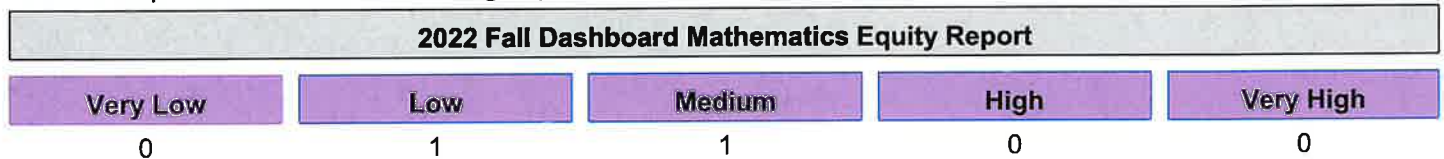
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Low 60.3 points below standard 107 Students</p>	<p>No Performance Level 3 Students</p>	<p>No Performance Level 2 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level 2 Students</p>	<p>Low 75.2 points below standard 65 Students</p>	<p>No Performance Level 152.9 points below standard 21 Students</p>

**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	No Performance Level 93.7 points below standard 13 Students		No Performance Level 1 Student
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 120.3 points below standard 27 Students	No Performance Level 10 Students		 <p>Medium 41.9 points below standard 59 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	59.8 points below standard 103 Students

**Conclusions based on this data:**

- 107 students at Burney Junior Senior High School performed at the Low Status level for Mathematics and were 60.3 points below standard on the 2022 Fall Dashboard.
- 65 Socioeconomically Disadvantaged students performed at the Low Status level for Mathematics and were 75.2 points below standard on the 2022 Fall Dashboard.
- 59 White students at Burney Junior Senior High School performed at the Medium Status level for Mathematics and were 41.9 points below standard on the 2022 Fall Dashboard.

# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Level making progress towards English language proficiency Number of EL Students: 9 Students Performance Level: No Performance Level</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

1. The number (9) and percentage of English Learners at Burney Junior Senior High School is insignificant on the 2022 Fall Dashboard.
2. No Performance Level for English Learner Progress indicated on the 2022 Fall Dashboard.
3. No Performance level indicated for English Learners making progress towards English Language Proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

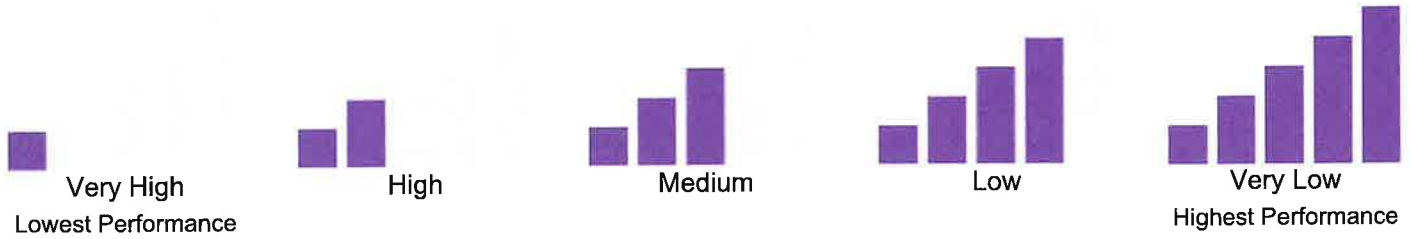
1. College/Career data was not reported in 2022.

# School and Student Performance Data

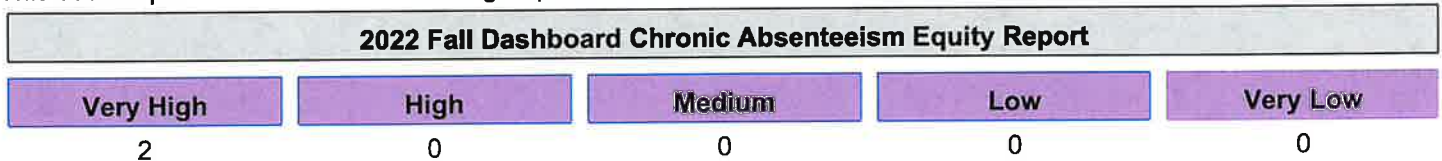
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Very High 50.5% Chronically Absent 99 Students</p>	<p><b>English Learners</b></p> <p>No Performance Level Less than 11 Students 1 Student</p>	<p><b>Foster Youth</b></p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p><b>Homeless</b></p> <p>No Performance Level Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Very High 55.2% Chronically Absent 67 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Level 72.2% Chronically Absent 18 Students</p>

**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	No Performance Level 53.8% Chronically Absent 13 Students		No Performance Level Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 40.9% Chronically Absent 22 Students	No Performance Level Less than 11 Students 10 Students		 Very High 50.9% Chronically Absent 53 Students

**Conclusions based on this data:**

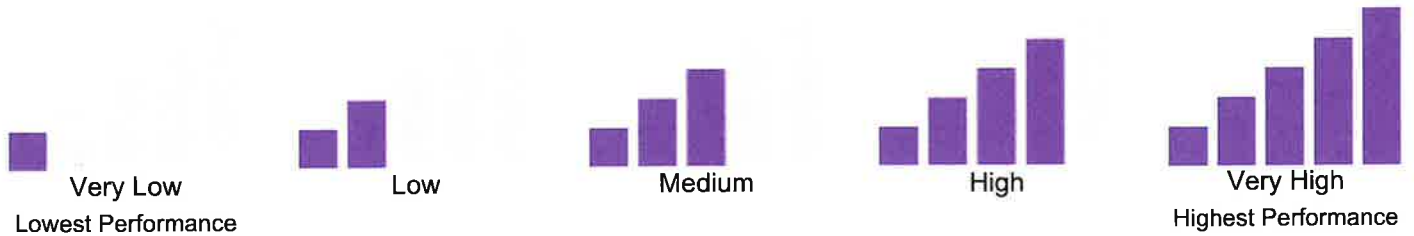
1. Socioeconomically Disadvantaged students at Burney Junior Senior High School were in the Very High Status Level for Chronic Absenteeism (55.2%) on 2022 Fall Dashboard.
2. White students at Burney Junior Senior High School were in the Very High Status Level for Chronic Absenteeism (50.9%) on 2022 Fall Dashboard.
3. 13 American Indian students at Burney Junior Senior High School were identified as Chronically Absent (53.8%) on 2022 Fall Dashboard.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>High 93.3% graduated 30 Students</p>	<p><b>English Learners</b></p> <p>No Performance Level Less than 11 Students 4 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Level Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Level 90.5% graduated 21 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Level Less than 11 Students 10 Students</p>

**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 90.9% graduated 11 Students	No Performance Level Less than 11 Students 2 Students		No Performance Level 92.9% graduated 14 Students

**Conclusions based on this data:**

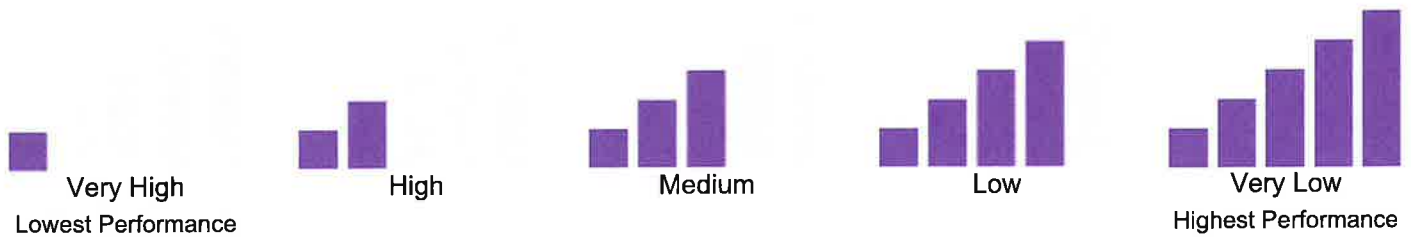
1. The graduation rate of all students at Burney Junior Senior High School was at the High Status level at 93.3% students graduated based on the 2022 Fall Dashboard.
2. 90.9% of Hispanic students graduated from Burney Junior Senior High School based on the 2022 Fall Dashboard.
3. 92.9% of White students graduated from Burney Junior Senior High School based on the 2022 Fall Dashboard.

# School and Student Performance Data

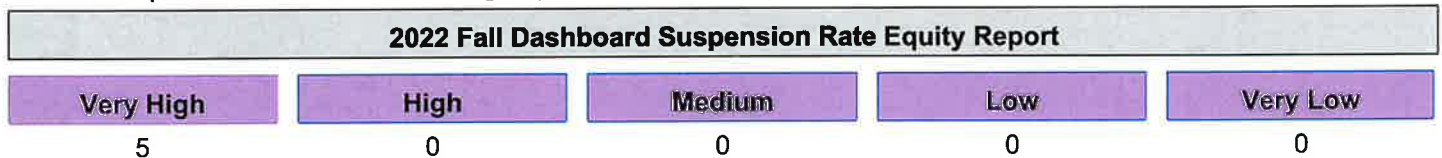
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).




Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Very High 19.8% suspended at least one day 263 Students</p>	<p><b>English Learners</b></p> <p>No Performance Level 18.2% suspended at least one day 11 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Level Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>No Performance Level Less than 11 Students 3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Very High 23.7% suspended at least one day 169 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Very High 30.4% suspended at least one day 56 Students</p>

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 <p>Very High 16.7% suspended at least one day 30 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Very High 22.9% suspended at least one day 70 Students</p>	<p>No Performance Level 38.1% suspended at least one day 21 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	 <p>Very High 16.7% suspended at least one day 138 Students</p>

**Conclusions based on this data:**

1. Alternatives to Suspension and Other Means of Correction have been implemented during the 2022-2023 school year to decrease the Very High Level of Suspensions for All Students at Burney Junior Senior High School.
2. 23.7% of Socioeconomically Disadvantaged students were suspended at least one day according to the 2022 Fall Dashboard.
3. American Indian and White students had the same suspension rate with 16.7% of American Indian & 16.7% of White students suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics

## LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

## Goal 1

Burney Junior Senior High School will increase/maintain Career & Technical Education Courses in grades 9-12 for the 2023-2024 school year.

## Identified Need

Beginning with the 2017-2018 school year, Burney Junior Senior High School added Career & Technical Education (CTE) courses and developed Career & Technical Education Pathways in the areas of Agriscience, Entrepreneurship/Self-Employment, Business Management, Floral Design (Sub-Pathway), and Woodworking. Burney Junior Senior High School has added a Construction Pathway for the 2023-2024 school year. The CTE courses give students opportunities to develop real-world skills as part of their high school program. Burney Junior Senior High School would like to continue to offer these CTE classes as well as add more to the Master Schedule in grades 9-12 in the upcoming years. Underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will have access to all Career & Technical Education (CTE) classes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the California School Dashboard College/Career Indicator.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The California School Dashboard College/Career Indicator will measure the actual outcome of the goal.	The California School Dashboard College/Career Indicator will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the School Accountability Report Card.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The School Accountability Report Card will measure the actual outcome of the goal.	The School Accountability Report Card will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this	Burney Junior Senior High School will maintain and	CTE Pathway Completion Data will reflect Burney Junior

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Outcome is CTE Pathway Completion Data.	increase Career & Technical Education courses for students in grades 9-12. CTE Pathway Completion Data will measure the actual outcome of the goal.	Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the Master Schedule.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The Master Schedule will measure the actual outcome of the goal.	The Master Schedule will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the number of underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing CTE Pathways.	Burney Junior Senior High School will track underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing CTE Pathways to demonstrate career and/or college readiness.	CTE Pathway Completion Data will reflect underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students will be served by the following activities and strategies to achieve Goal 1.

### Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic will be served by the following activities and strategies to achieve Goal 1. Burney Junior Senior High School will offer the following Career & Technical Education courses for the 2022-2023 school year Agriscience I, Agriscience II, Advanced Agriscience under the Agriscience Pathway, Business Essentials & Career and Employment Skills under the Entrepreneurship/Self-employment Pathway, Advanced Computers & Desktop Publishing under the Business Management Pathway, Floral Design I and Floral Design II under the Floral Design (Sub-Pathway), Wood Tech I & Wood Tech II under the Cabinetry, Millwork, and Woodworking Pathway. Plans to possibly add Advanced Floral Design, Advanced Woodworking, and other CTE courses such as Construction will be considered for the 2022-2023 and added for 2023-2024 school years.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

127,000

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
Burney Junior Senior High School will offer the following Career & Technical Education courses for the 2021-2022 school year Agriscience I, Agriscience II, Advanced Agriscience under the Agriscience Pathway, Business Essentials & Career and Employment Skills under the Entrepreneurship/Self-employment Pathway, Advanced Computers & Desktop Publishing under the Business Management Pathway, Floral Design I and Floral Design II under the Floral Design (Sub-Pathway), Wood Tech I & Wood Tech II under the Cabinetry, Millwork, and Woodworking Pathway. Plans to possibly add Advanced Floral Design, Advanced Woodworking, Construction, and other CTE courses will be added for the 2023-2024 school years.

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The strategies/activities implemented to achieve this goal and the overall effectiveness will be evaluated every year and will be reflected on the California Dashboard College/Career Indicator, School Accountability Report Card, CTE Pathway Completion Data, and the Master Schedule.

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

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

One strategy/activity that will be implemented to achieve this goal will be to analyze CTE Course Offerings and Pathways each year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics

## LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

## Goal 2

By June 2024, Burney Junior Senior High School will increase exposure to post-secondary opportunities through career & college field trips, visitations, and guest speakers.

## Identified Need

Burney Junior Senior High School needs to increase college and career readiness by exposing all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students to post-secondary opportunities through career & college field trips, visitations, and guest speakers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the California School Dashboard College/Career Indicator.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the California School Dashboard College/Career Indicator.	The 2023-2024 California School Dashboard College/Career Indicator will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome is the School Accountability Report Card.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the School Accountability Report Card.	The 2023-2024 School Accountability Report Card will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the CTE Pathway Completion Rate.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the CTE Pathway Completion Rate.	The 2023-2024 CTE Pathway Completion Rate will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome is the Career & Technical Education Completer Post-Secondary Status Survey.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the Career & Technical Education Completer Post-Secondary Status Survey.	The Class of 2024 Career & Technical Education Completer Post-Secondary Status Survey will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome are the number of underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students who are exposed to post-secondary opportunities through career & college field trips, visitations, and guest speakers.	During the 2023-2024 school year, Burney Junior Senior High School will expose students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12.	The Class of 2024 Career & Technical Education Completer Post-Secondary Status Survey will reflect an increase in career and/or college readiness with underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students due to increased exposure to career & college field trips, visitations, and guest speakers.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students will be served by the following activities and strategies to achieve Goal 2.

Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will be served by the following activities and strategies to achieve Goal 2. Burney Junior Senior High School will incorporate the following strategies and activities to achieve Goal 2. Burney Junior Senior High School will increase college and career readiness by exposing students to in-person and virtual field trips to college & university campuses, technical schools, businesses, industries, and other career & college opportunities during the 2023-2024 school year in an effort to increase college and career readiness. Burney Junior Senior High School will increase college and career readiness by exposing students to in-person and virtual guest speakers from colleges & universities, technical schools, businesses, industries, and other career/educational paths to share lifestyles that results from various career/educational paths during the 2023-2024 school year in an effort to increase college and career readiness.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	District Funded 5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the goal will be evaluated annually and will be reflected on the California School Dashboard College/Career Indicator, School Accountability Report Card, CTE Pathway Completion Rate, and the Career & Technical Education Completer Post-Secondary Status Survey.

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

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics

## LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

## Goal 3

Burney Junior Senior High School will increase college and career readiness by developing and implementing a College and Career Readiness Matrix for all students in grades 7-12 by August 2023 and will continue using the College and Career Readiness Matrix for the 2023-2024 school year.

## Identified Need

Burney Junior Senior High School needs to develop a matrix to evaluate career and/or college readiness that involves students; including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students and their parents/guardians in their own planning for college and/or career readiness and refine, amend, and evaluate annually with all students in grades 7-12.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, School Accountability Report Card, the California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, and Career & Technical Education Completer Post-Secondary Survey data.	Currently, Burney Junior Senior High School offers programs to prepare students for college and career readiness but does not have a system or inventory to evaluate students for college and/or career readiness. Burney Junior Senior High School needs to develop a matrix to evaluate college and/or career readiness that involves students and their parents/guardians in their own planning for college and/or career readiness and evaluate the effectiveness of the plan annually.	Continuing in the 2023-2024 school year, Burney Junior Senior High School will develop & use a matrix to assist students and their parents/guardians in their own planning for college and/or career readiness and evaluate the effectiveness of the plan annually. The College and Career Readiness Matrix will be implemented with all students beginning in 7th grade and continue through 12th grade.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Indicator for	Burney Junior Senior High School has access to the Shasta County Counseling curriculum to increase	Burney Junior Senior High School will implement the Shasta County Counseling curriculum with fidelity during

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career &amp; Technical Education Completer Post-Secondary Survey data.</p>	<p>awareness and college and/or career readiness for students in grades 7-12. Implementation of the Counseling curriculum will take place during the 2023-2024 school year.</p>	<p>the 2023-2024 school year to increase awareness and college and/or career readiness for students in grades 7-12 throughout the school year.</p>
<p>The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career &amp; Technical Education Completer Post-Secondary Survey data.</p>	<p>Burney Junior Senior High School does not currently assess students on their knowledge or understanding of the Shasta County Counseling curriculum for students in grades 7-12 throughout the school year. Assessment of the Counseling curriculum will take place during the 2023-2024 school year.</p>	<p>Beginning in the 2023-2024 school year, Burney Junior Senior High School will assess students on their knowledge and understanding of the Shasta County Counseling curriculum to increase awareness and college and/or career readiness for students in grades 7-12 throughout the school year.</p>
<p>The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career &amp; Technical Education Completer Post-Secondary Survey data.</p>	<p>All students currently do not have a college and/or career readiness matrix, plan, or inventory to identify, evaluate, or update their own college and career readiness in grades 7-12. Implementation of the college and/or career readiness matrix will take place during the 2023-2024 school year and continue throughout the students high school career.</p>	<p>All students and parents will work with the school counselor in developing and updating their own College and Career Readiness Matrix throughout the school year and annually.</p>
<p>The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, California School Dashboard Indicator for Academic Performance</p>	<p>Beginning with the 2018-2019 school year Burney Junior Senior High School began receiving services from GEAR UP through Simpson University in Redding, Ca. GEAR UP provided a part-time counselor to assist students in 7th &amp; 8th grade with college and/or</p>	<p>Beginning with the 2018-2019 school year GEAR UP will provide a GEAR UP counselor to provide assistance with college and/or career readiness to a cohort of students in 7th &amp; 8th grade. The cohort will continue to receive GEAR UP services</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career &amp; Technical Education Completer Post-Secondary Survey data.</p>	<p>career guidance beginning with the 2018-2019 school year. The GEAR UP counselor will follow this cohort of students up to their graduation year. Currently, the cohort of students being served by the GEAR UP counselor are in 11th &amp; 12th grade for the 2022-2023 school year. Beginning with the 2022-2023 school year, Burney Junior Senior High School began receiving college and/or career guidance services through College Options and Upward Bound. The College Options advisor provides assistance to students two-days a week and the Upward Bound advisor provides assistance to students four-days a week at Burney Junior Senior High School. These services will continue throughout the 2023-2024 school year.</p>	<p>through graduation in the years 2023 and 2024. Beginning with the 2022-2023 school year, Burney Junior Senior High School will receive services from College Options and Upward Bound to provide additional assistance to students in grades 8-12 in preparing for college and/or career readiness. GEAR UP, College Options, and Upward Bound counselors and services will continue to provide a service for students throughout the 2023-2024 school year and beyond.</p>
<p>The Annual Measurable Indicators that will address this Outcome are the Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, and Career &amp; Technical Education Completer Post-Secondary Survey data for underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students.</p>	<p>Beginning with the 2022-2023 school year, Burney Junior Senior High School will receive college and/or career guidance services for all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students through College Options and Upward Bound. The College Options advisor provides assistance to students two-days a week and the Upward Bound advisor provides assistance to students four-days a week at Burney Junior Senior High School. These services will continue throughout the 2023-2024 school year.</p>	<p>During the 2023-2024 school year, Burney Junior Senior High School will receive services for all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students from College Options and Upward Bound to provide additional assistance to students in grades 8-12 in preparing for college and/or career readiness.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students will be served by the following activities and strategies to achieve Goal 3.

### Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will be served by the following activities and strategies to achieve Goal 3. Burney Junior Senior High School will incorporate the following strategies and activities to achieve Goal 3. Burney Junior Senior High School will develop a matrix to evaluate college and/or career readiness that involves students and their parents/guardians in their own planning for college and/or career and align AP, CTE, and A-G courses that define college and career readiness. We will begin the college and career readiness plan in 7th grade and continue through 12th grade. Burney Junior Senior High School will refine, amend, and evaluate matrices annually with all students in grades 7-12.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

District Funded  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The overall effectiveness of the strategies/activities implemented will be evaluated each year and data will be reflected on the California School Dashboard, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors Enrollment Data, Career & Technical Education Completer Post-Secondary Survey data.

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

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics

## LEA/LCAP Goal

Goal 2. EL students will show increased proficiency as demonstrated through SBAC or Summative ELPAC scores.

## Goal 4

Burney Junior Senior High School will offer English Language (EL) curriculum to the English Learners using the newly adopted curriculum "English 3D" from Houghton Mifflin Harcourt, in order for the EL students to attain English proficiency in the four domains of listening, speaking, reading, and writing as measured on the ELPAC assessment beginning with the 2023-2024 school year.

## Identified Need

Burney Junior Senior High School has identified English Learners who struggle with the core curriculum and need additional instruction and support to increase English language proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicators that will address this Outcome are the English Language Proficiency Assessments for California (ELPAC) assessment and SBAC assessment.	The actual outcome will be reflected in the English Language Proficiency Assessments for California (ELPAC) assessment to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency on the ELPAC assessment and SBAC assessment.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) assessment and SBAC assessment by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy.	The actual outcome will be reflected on the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the California School Dashboard Indicator for Academic Performance Indicator for English Language Arts/Literacy by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this	The actual outcome will be reflected on the School	English Learners who struggle with the core curriculum will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Outcome are the School Accountability Report Card.	Accountability Report Card to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	increase English language proficiency as measured by the School Accountability Report Card by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the A-G completion rate for EL students.	The actual outcome will be reflected in the A-G completion rate for EL students to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the EL students A-G completion rate by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the Graduation rate of EL students.	The actual outcome will be reflected in the Graduation rate of EL students to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the Graduation rate of EL students by using the newly adopted curriculum.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All English Language Learners will be served by the following activities and strategies to achieve Goal 4.

### Strategy/Activity

All English Language Learners will be served by the following activities and strategies to achieve Goal 4. Students identified as English Language Learners identified with a score of a 1, 2, or 3 on the ELPAC assessment who have not been redesignated through the redesignation process will be placed in a class to receive EL instruction using the "English 3D" curriculum from Houghton Mifflin Harcourt for 45-50 minutes four days a week Monday through Thursday, and for 1 hour every other Friday. Any of the EL students whose schedule cannot accommodate this EL class will receive help in their core classes, during an elective class, before or after school, or during Tutorial class. Students will be formatively assessed throughout the school year to monitor their progress using the new curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,531

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

The overall effectiveness of the strategies/activities implemented will be evaluated each year and data will be reflected on the SBAC and ELPAC assessments. The overall effectiveness of the strategies/activities implemented will be evaluated each year on the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy, the School Accountability Report Card, A-G completion rate, and the Graduation rate of English Language Learners.

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

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,531.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$141,531.00

Subtotal of state or local funds included for this school: \$141,531.00

Total of federal, state, and/or local funds for this school: \$141,531.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Lottery: Instructional Materials	51,610	51,610.00
Other	114,656	114,656.00
School Wide Program (SWP)	41,429	41,429.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	141,531.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	132,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	5,531.00
4000-4999: Books And Supplies	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	132,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,000.00
Goal 2	5,000.00

Goal 3
Goal 4

4,000.00
5,531.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ray Guerrero	Principal
Edward Romeo	Other School Staff
Vanessa Rhodes	Other School Staff
Johanna Crabtree	Classroom Teacher
Mark Harner	Classroom Teacher
Kari Rose	Classroom Teacher
Lynette Darst	Parent or Community Member
Christa Rose	Parent or Community Member
Danniell Hampton	Parent or Community Member
Melanie Darst	Secondary Student
Manuel Morales	Secondary Student
Mackenzie Villarruel	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 27, 2023.

Attested:



Principal, Ray Guerrero on 10/27/2023



SSC Chairperson, Mark Harner on 10/27/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019



# **Fall River Elementary**

24977 Curve Street \* Fall River Mills, California 96028  
(530) 336-5551 \* FAX (530) 336-6892 \* e-mail: cknoch@frjUSD.org  
Website: <http://fres.frjUSD.org/>



Date: October 11, 2023

To: Teresea Spooner

From: Chris Knoch, Principal

RE: Donation Account

\_\_\_\_\_  
Hello Teresea,

Please deposit the attached donation into Fall River Elementary's donation account #10-12-0120-09.

C&K Marketing

Check # 9524037

\$31.51

Thank you!!

004275

To: Fall River Joint Unified School District  
Board of Trustees

From: Teresea Spooner  
Chief Business Official

Date: October 18, 2023

Subject: Accounting of Developer Fees for the 2022-2023 Fiscal Year

## **BACKGROUND**

Government Code Sections 66001(d) and 66006(b) require the district to make an annual accounting of the Developer Fee funds and to make additional findings every five years if there are any funds remaining at the end of the prior fiscal year. Additionally, these Government Code sections require that the annual accounting be made available to the public no later than October 20, 2023. This information must be reviewed by the Board no earlier than 15 days after it becomes available to the public.

This resolution along with a public hearing will be presented at the November 8, 2023, Governing Board meeting. A public notice will be published 15 days in advance of the meeting as required by law.

## **RECOMMENDATION**

The Chief Business Official recommends that the Board approve the Resolution and Accounting of Developer Fees for the 2022-23 Fiscal Year.

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT  
RESOLUTION 5- 2023-2024  
ACCOUNTING OF DEVELOPER FEES  
FOR 2022-2023 FISCAL YEAR  
IN THE FOLLOWING FUND OR ACCOUNT:

DEVELOPER FEES FUND 25  
(Government Code Section 66001(d) & 66006(b))

**1. Authority and Reasons for Adopting this Resolution.**

A. The Fall River Joint Unified School District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated May 11, 2022, and is referred to herein as the “School Facilities Fee Resolution” and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620 (formerly Government Code section 53080). These fees have been deposited in the following fund or account: Developer Fee Fund 25 (the “Fund”);

B. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) require that the annual accounting of the Fund and those findings be made available to the public no later than October 20, 2023, that this information be reviewed by this Board at its next regular scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it.

D. The superintendent has informed the Board that a draft copy of this Resolution (along with Exhibits A and B which are hereby incorporated by reference into this Resolution) was made available to the public on October 20, 2023. The superintendent has further informed the Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it.

E. The superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.



**2. What This Resolution Does.**

This resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

**3. Findings Regarding the Fund.**

Based on all findings and evidence contained in, referred to, or incorporated into the Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2022-2023 Fiscal Year:

A. In reference to Government Code section 66006(b) (2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);

C. In reference to Government Code section 66001(d) (1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2022-2023 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2022-2023 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;

E. In reference to Government Code section 66001(d) (3), and with respect only to that portion of the fund remaining unexpended at the end of the 2022-2023 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;

F. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2022-2023 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and

G. In reference to the last sentence of the Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraph C-F above, the District is not required to refund any monies in the Fund as provided in Government Code section 66001(e).

**4. Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the superintendent to take on its behalf such further actions as may be necessary and appropriate to effectuate this Resolution.

**5. Certificate of Resolution.**

I, \_\_\_\_\_, President of the Governing Board of the Fall River Joint Unified School District of Shasta County, State of California, certify that this Resolution proposed by \_\_\_\_\_, seconded by \_\_\_\_\_, was duly passed and adopted by the Board, at an official public meeting the 8th day of November 2023, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President of the Board  
of the Fall River Joint Unified School District  
of Shasta County, California

EXHIBIT A

RESOLUTION 5- 2023-2024

ACCOUNTING OF DEVELOPER FEES FOR FISCAL YEAR 2022-2023

CAPITAL FACILITIES FUND (the "Fund")

Per Government Code Section 66006(b) (1)(A)-H as indicated:

- A. A brief description of the type of fee in the Fund:

Statutory School Facilities Fees

- B. The amount of fee.

\$4.79 per square foot of assessable space of residential construction; and \$0.78 per square foot of covered and enclosed space of commercial/industrial construction; but subject to the District's determination that a particular project is exempt from all or part of these fees.

- C. The beginning and ending balance of the Fund:

Beginning Fund Balance:	\$133,047.29
Ending Fund Balance:	\$49,459.58

- D. The amount of the fees collected and the interest earned.

Fees Collected:	\$(7,696,68)
Interest Earned:	\$ 859.58

- E. An identification of each public improvement on which fees were expended and at the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment A-1

- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in Paragraph (2) Subdivision (a) of Section 66001, and the public improvement remains incomplete:

Not applicable. The District has not made this determination.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loan fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive the loan:

Not applicable. The District has not made any such interfund transfers.

- H. The amount of refunds made pursuant to Subdivision (e) of Section 66001 and any allocations pursuant to Subdivision (f) of Section 66001:

Not applicable.

EXHIBIT B

RESOLUTION 5- 2023-2024

ACCOUNTING OF DEVELOPER FEES FOR FISCAL YEAR 2022-2023

CAPITAL FACILITIES FUND (the "Fund")

Per Government Code Section 66001 (d) (1)-(4) as indicated:

- A. With respect to only that portion of the Fund remaining unexpended at the end the 2022-2023 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

The District does not have any outstanding projects at this time.

- B. See Section 3. D of the Resolution.

- C. With respect to only that portion of the Fund remaining unexpended at the end of the 2022-2023 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

Not applicable.

- D. With respect to only that portion of the Fund remaining unexpended at the end of the 2022-2023 Fiscal Year, the following are the approximate dates on which the funding referred to in Paragraph C above is expected to be deposited into the appropriate account or fund:

This cannot be determined for certain at this time. The determining factor is the availability of State funding on certain new construction projects and house development progress and completion dates throughout the District.

# Developer Fees Report Attachment A-1

School District: Fall River Joint Unified School District

Fiscal Year:

2022/23

Type of Fee: School Facilities Fees

Amount of Fee:

(\$7,696.68)

**Revenue:**

Fees Collected	\$ (7,696.68)
Refunds	-
Interest	859.58
<b>Total Revenues</b>	<u>\$ (6,837.10)</u>

Beginning Balance 07/01/2021 \$ 133,047.29

Ending Balance 06/30/2022 \$ 49,459.58

<u>Carpet/Vinyl Flooring</u>	<u>Percentage</u>
<u>BES, FRHS, FRE</u>	<u>of Project</u>

Date Project Started:	<u>8/22/2022</u>	100.00%
Date Project Complete:	<u>12/12/2022</u>	

<u>Student Desks/Tables</u>	<u>Percentage</u>
<u>FRHS, BHS, BCDS, FRE</u>	<u>of Project</u>

Date Project Started:	<u>7/26/2022</u>	100.00%
Date Project Complete:	<u>3/16/2023</u>	

<u>Developer Fee Study</u>	<u>Percentage</u>
<u>District</u>	<u>of Project</u>

Date Project Started:	<u>2/2/2023</u>	100.00%
Date Project Complete:	<u>2/2/2023</u>	

**Other Sources to Complete this project:**

Supplies—café tables, student tables, chairs, and flooring	75,000.61
Rents/Leases	-
Operating Services	-
Admin. Fees—Developer Fee Study	1,750.00
Site Improvement	-
New Building	-
Building Improvement	-
New Library	-
Equipment	-
Lease Purchase	-
<b>Total Expenditures</b>	<u>\$ 76,750.61</u>
Transfers in	-
Transfers out	-
Loans in <small>(When will loan be repaid?)</small>	-

FOR SECURITY, THIS DOCUMENT CONTAINS A WATERMARK ON THE BACK  
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Submitted: 10/18/23 SD

Fall River Joint Unified School District  
 HOUGHTON MIFFLIN  
 000118/1

CHECK NO: 9010967858  
 CHECK AMOUNT: \$11,062.31  
 Issued: 07/27/2023

INVOICE DATE	INVOICE NUMBER	REFERENCE	CREDIT	INVOICE AMOUNT
07/12/2023	710266305	P3424-00004		99.72
07/12/2023	955852350	P3424-00004		7,300.00
07/12/2023	955858429	P3424-00004		3,662.59

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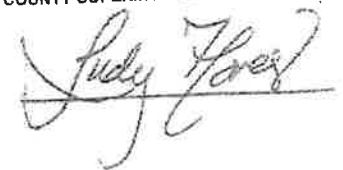
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 20375 Tamarack Avenue  
 Burney, CA 96013

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 ISSUE DATE: 07/27/2023  
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 Bank of America 11-35/1210  
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 1490  
 PO Box 992127  
 Redding, CA 96059-2127  
 VOID AFTER SIX MONTHS  
 AMOUNT  
 \$11,062.31 \*\*

PAY ELEVEN THOUSAND SIXTY TWO AND 31/100 DOLLARS\*\*\*\*\*

EXAMINED, APPROVED & ALLOWED  
 Judy Flores  
 COUNTY SUPERINTENDENT OF SCHOOLS

TO HOUGHTON MIFFLIN  
 14046 COLLECTIONS CENTER DR  
 CHICAGO, IL 60693



Authorized Signature

⑈ 9010967858 ⑆ 121000358 ⑆ 14907000272 ⑆

Invoice 710266305

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3009165	9780545823005	English 3D Planning & Pacing Guide I	CP	1			\$49.95	\$49.95

Subtotal	\$84.90
Taxes	\$6.75
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Discount	\$0.00
Invoice Amount	\$99.72
Less Payment Received	\$0.00
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*20 7/20/23*

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 Invoice No. / Date 955858429 07/17/2023  
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1815048	978-035860951-3	English 3D Course B Volume 1 Issues Book		21			\$20.00	\$420.00
1815347	978-035861183-7	English 3D Language Launch Volume 2 Student Edition		20			\$40.00	\$800.00
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*gh*  
*7/20/23*  
*7/20/23*

**Uniterm Key:**  
 OS-Out of Stock  
 OI-Out of Stock indefinitely  
 OP-Out of Print  
 NP-Not Yet Published  
 SU-Substituted  
 CP-Contract Pricing  
 CA-Cancelled Title  
 NO-Not our publication

Invoice **955858429**

Material No.	ISBN 13 ISBN 10	Product	Uni-term	Qty	List	Discount	Unit Net	Extended Net Price
1854937	978-035886408-0 0-358-86408-9	LNG LNCH SE CNB V1 U1	NP	3				
							<b>Subtotal</b>	\$3,415.00
							<b>Taxes</b>	\$247.59
							<b>Shipping &amp; Handling</b>	\$0.00
							Header Discount	\$0.00
							<b>Invoice Amount</b>	\$3,662.59
							<b>Less Payment Received</b>	\$0.00
							<b>Net Amount Due</b>	\$3,662.59

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Invoice **955852350**

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**Bill To: 328829**  
 Fall River Joint USD  
 20375 Tamarack Ave  
 Burney CA 96013-4054

**Ship To: 328829**  
 Fall River Joint USD  
 20375 Tamarack Ave  
 BURNEY CA 96013-4054

**Sold To: 328829**  
 Fall River Joint USD  
 20375 Tamarack Ave  
 Burney CA 96013-4054

**Payment Information**

Purchase Order No.  
 P3424-00004  
 Order No. / Date 96954846 07/12/2023  
 Invoice No. / Date 955852350 07/12/2023  
 Payer Customer Number 328829  
 Invoice Amount \$7,300.00  
 Incoterms DESTINATION  
 Payment Terms  
 Within 30 days Due net

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**Chicago IL 60693-0140**  
 Houghton Mifflin Harcourt Publishing Co.  
 Exempt from backup withholding  
 Federal ID # 04-1456030

Invoice Message:

**INVOICE DETAILS - unit net price may be rounded**

Material No.	ISBN 13	Product	Uni-term	Qty	List	Discount	Unit Net	Extended Net Price
1833129	978-035873069-9	English 3D Courses A-C Digital Access Student Subscription		20			\$135.00	\$2,700.00
1833417	978-035873077-4	English 3D Courses A-C Digital Access Teacher Subscription		1			\$0.00	\$0.00
1832397	978-035872451-3	English 3D on Ed Online Coaching Introductory Membership		1			\$2,500.00	\$2,500.00
1820449	978-035864996-0	Writable for English 3D Student License Digital Grades 4-12		20			\$25.00	\$500.00
1820457	978-035865004-1	Writable for English 3D Teacher License Digital Grades 4-12		1			\$0.00	\$0.00
1798613	978-035847035-9	Getting Started: Introduction to English 3D on Ed Live Online Grades 4-12		1			\$800.00	\$800.00
1820924	978-035865299-1	Getting Started: Introduction to Writable for English 3D Live Online Grades 4-12		1			\$800.00	\$800.00

*Handwritten:*  
 7/20/23  
 20 7/20/23

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Invoice **955852350**

Material No.	ISBN 13 ISBN 10	Product	Uni-term	Qty	List	Discount	Unit Net	Extended Net Price
1854937	978-035886408-0 0-358-86408-9	LNG LNCH SE CNB V1 U1	NP	3				
							<b>Subtotal</b>	\$7,300.00
							<b>Taxes</b>	\$0.00
							<b>Shipping &amp; Handling</b>	\$0.00
							Header Discount	\$0.00
							<b>Invoice Amount</b>	\$7,300.00
							<b>Less Payment Received</b>	\$0.00
							<b>Net Amount Due</b>	\$7,300.00

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# Fall River Joint Unified School District

District Office  
 20375 Tamarack Ave.  
 Burney, CA 96013  
 (530) 335-4538 FAX (530) 335-3115

**PURCHASE ORDER**  
 NO: P3424-00004  
 DATE 07/07/2023

SHIP TO:  
 DISTRICT OFFICE  
 20375 TAMARACK AVENUE  
 BURNEY, CA 96013

**IMPORTANT INSTRUCTIONS TO VENDOR**


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2. Enclose PACKING LIST with ALL shipments.
3. No deviation in PRICE or SUBSTITUTION in kind permitted.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. Purchase order number must appear on packing slip.

ORDERED FROM: \_\_\_\_\_ FAX: (800) 269-5232

HOUGHTON MIFFLIN  
 14046 COLLECTIONS CENTER DR  
 CHICAGO, IL 60693

Vendor Telephone

ORDER LOCATION		VENDOR #	REQUISITIONER	REQUISITION #	
L001 - DISTRICT OFFICE		000118/1	KATIE GRANT	R3424-00004	
F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #	
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
1	1	EACH	ENGLISH 3D - PLEASE SEE ATTACHED PROPOSAL 008714295 FOR ORDER DETAILS - THANK YOU	11,094.49	\$11,094.49
			Order Sub-Total		\$11,094.49
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			<b>Order Total</b>		<b>\$11,094.49</b>
			ACCOUNT DISTRIBUTION	AMOUNT	
			(006679) 01-001-0100-0000-4310-4760-1000-000-	\$11,094.49	

 **E-MAILED**  
7/7/23  
 CUB

# Fall River Joint Unified School

## District

District Office  
 20375 Tamarack Ave.  
 Burney, CA 96013  
 (530) 335-4538 FAX (530) 335-3115

### PURCHASE ORDER

NO: P3424-00004  
 DATE 07/07/2023

SHIP TO:

DISTRICT OFFICE  
 20375 TAMARACK AVENUE  
 BURNEY, CA 96013

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4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
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ORDER LOCATION				REQUISITIONER	REQUISITION #
L001 - DISTRICT OFFICE				KATIE GRANT	R3424-00004
F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #	
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
1	1	EACH	ENGLISH 3D - PLEASE SEE ATTACHED PROPOSAL 008714295 FOR ORDER DETAILS - THANK YOU	11,094.49	\$11,094.49
				Order Sub-Total	\$11,094.49
				Sales Tax	.00
				Shipping	.00
				Adjustment	.00
				<b>Order Total</b>	<b>\$11,094.49</b>

Vendor

*Teresa Spooner*  
 Authorized Signature





# Houghton Mifflin Harcourt

**Proposal #008714295**

Prepared For

## **Fall River Joint Unif Sch Dist**

20375 Tamarack Ave  
Burney CA 96013

Attention:  
Katie Grant  
kgrant@frjUSD.org

For the Purchase of:  
**English 3D (Ed)**

Prepared By  
Jill Kenny  
jill.kenny@hmc.com

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:  
<http://www.hmhco.com/common/terms-conditions>

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Proposal for  
**Fall River Joint Unif Sch Dist**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>English 3D</b>					
<b>Student Digital Licenses</b>					
1833129	9780358730699 English 3D Courses A-C Digital Access Student Subscription 3 Year Includes English 3D student technology subscription (Digital access to Courses A1, A2, B1, B2, C, Language Launch 1 and Language Launch 2) and Student Growth Measure for Reading student software subscription for one student. Software to be hosted by HMH. Implementation Success	\$135.00	20	\$2,700.00	
<b>Total for Student Digital Licenses</b>				<b>\$2,700.00</b>	
<b>Teacher Digital Licenses</b>					
1833417	9780358730774 English 3D Courses A-C Digital Access Teacher Subscription 3 Year Includes: English 3D teacher technology subscription (Digital access to Courses A1, A2, B1, B2, C, Language Launch 1, and Language Launch 2), 3 Year Access to Teacher's Corner	\$165.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>Teacher/Classroom Materials</b>					
<b>Course B Volume 1</b>					
1815053	9780358609568 English 3D Course B Volume 1 Teaching Guide	\$475.00	1	\$475.00	
3010851	9781328007254 English 3D Course B Class Poster Pack	\$15.00	1	\$15.00	
<b>Total for Teacher/Classroom Materials</b>				<b>\$490.00</b>	
<b>Student Materials</b>					
<b>Course B Volume 1</b>					
1815344	9780358611806 English 3D Course B Volume 1 Language & Writing Portfolio 3 Year Print	\$81.00	20	\$1,620.00	
1815048	9780358609513 English 3D Course B Volume 1 Issues Book	\$20.00	21	\$420.00	
<b>Total for Student Materials</b>				<b>\$2,040.00</b>	
<b>Language Launch</b>					
1854937	9780358864080 Language Launch Student Edition Consumable Volume 1 Unit 1	\$10.00	3	\$30.00	
1815347	9780358611837 English 3D Language Launch Volume 2 Student Edition 3 Year Print	\$40.00	20	\$800.00	
1797642	9780358462767 English 3D Language Launch Volume 2 Teaching Guide	\$100.00	1	\$100.00	
<b>Total for Language Launch</b>				<b>\$930.00</b>	
<b>CA A la Carte Items Available for Purchase</b>					
3009170	9780545823012 E3D CA CRS B STD BKLT 1&2 Component for CA E3D Course B Vol. 1 & Vol. 2	\$21.75	1	\$21.75	

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Attention:  
Katie Grant  
kgrant@frjusd.org

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## Proposal for Fall River Joint Unif Sch Dist

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
3009165 9780545823005	English 3D California Course B Planning & Pacing Guide Component for CA E3D Course B Vol. 1 & Vol. 2	\$54.45	1	\$54.45	
<b>Total for CA A la Carte Items Available for Purchase</b>				<b>\$76.20</b>	
<b>Total for English 3D</b>				<b>\$6,236.20</b>	

### Professional Services - SIS English 3D

#### Coaching and Courses

1832397 9780358724513	English 3D on Ed Online Coaching Introductory Membership 1 Year <small>Our online coaching powered by HMH Coaching Studio can include lesson modeling, lesson planning, and data analysis.</small>  <small>This introductory annual online coaching membership includes 4 online sessions designed for a team of up to 5 educators within the term of the membership. Additional sessions and HMH Coaching Studio licenses may be purchased and added to this annual membership as needed.</small>	\$2,500.00	1	\$2,500.00
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#### **Total for Coaching and Courses**

**\$2,500.00**

#### Getting Started

1798613 9780358470359	Getting Started: Introduction to English 3D on Ed 4-12 Live Online 2-Hour <small>This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed.</small>  <small>Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.</small>	\$800.00	1	\$800.00
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#### **Total for Getting Started**

**\$800.00**

<b>Total for Professional Services - SIS English 3D</b>	<b>\$3,300.00</b>
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### Writable for English 3D

#### Student Licenses

1820449 9780358649960	2021 Writable for English 3D Student License Digital 3 Year Grades 4-12 <small>Includes: 2021 Writable for English 3D Digital Student Resources 3 Year Implementation Success</small>	\$25.00	20	\$500.00
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#### **Total for Student Licenses**

**\$500.00**

#### Teacher Licenses

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kgrant@frjUSD.org

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**Proposal for  
Fall River Joint Unif Sch Dist**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1820457 9780358650041	2021 Writable for English 3D Teacher License Digital 3 Year Grades 4-12  Includes: 2021 Writable for English 3D Digital Teacher Resources 3 Year Access to Teacher's Corner	\$595.00	1		1
<b>Total for Teacher Licenses</b>		<b>\$0.00</b>			

---

**Total for Writable for English 3D \$500.00**

**Professional Services - Writable for English 3D  
Getting Started with Writable for English 3D**

1820924 9780358652991	Getting Started: Introduction to Writable for English 3D Live Online 2-Hour Grade 4-12  This session walks teachers through how to use Writable in their classroom to improve writing with flexible tools that guide students to develop purposeful drafts, incorporate personalized feedback, and produce writing that shines.  This initial session is the first step on the way to a successful first 30 days. Additional training and support will be provided via Teacher's Corner on Ed. There, teachers will access a guided learning pathway based on their HMH program(s), grade level and implementation timeline. A recommended sequence of live sessions and on-demand interactive media and videos will help teachers plan, teach and assess learning using their new HMH program.  Note: To ensure a successful training, please schedule this session after teachers are rostered on Ed, HMH teaching and learning platform.	\$800.00	1	\$800.00	
<b>Total for Getting Started with Writable for English 3D</b>		<b>\$800.00</b>			

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**Total for Professional Services - Writable for English 3D \$800.00**

<b>Total Savings:</b>	<b>\$760.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$10,836.20</b>
<b>Shipping &amp; Handling:</b>	<b>\$1.77</b>
<b>Sales Tax:</b>	<b>\$256.52</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$11,094.49</b>

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- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Fall River Joint USD 20375 Tamarack Ave Burney, CA 96013-4054	<b>Sold to:</b> Fall River Joint USD 20375 Tamarack Ave Burney, CA 96013-4054
--	--
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
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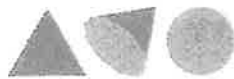
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Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

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Date of Proposal: 6/2/2023

Proposal Expiration Date: 7/17/2023



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Proposal for  
Fall River Joint Unif Sch Dist

**Total Cost of Proposal (PO Amount): \$11,094.49**

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- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Fall River Joint USD	Fall River Joint USD
20375 Tamarack Ave	20375 Tamarack Ave
Burney, CA 96013-4054	Burney, CA 96013-4054
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
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## FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

*Superintendent*  
Greg Hawkins



*"Education is Power"*

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

October 18, 2023

Just wanting to request a 6 month of unpaid leave. I will be leaving work on Monday, October 9th and won't be returning until Monday, March 25th.

Thank you,

Jazmine Royal

Superintendent  
Greg F. Hawkins



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

"Education is Power"

**To:** Fall River Joint Unified School District Board of Trustees  
**From:** June Pellegrino, Personnel / Human Resources  
**Date:** November 8, 2023  
**Subject:** Request for the Issuance of a Provisional Internship Permit

### **BACKGROUND**

The Commission on Teacher Credentialing requires that districts make every effort to find fully qualified individuals for all teaching positions. If a district is unable to do so, the Commission allows districts to hire an individual under a Provisional Internship Permit.

For additional information regarding Provisional Internship Permits please see the Commission on Teacher Credentialing website: <http://www.ctc.ca.gov/> and the leaflet Provisional Internship Permit.

### **CURRENT CONSIDERATION**

Burney Elementary School is in need of a first/second grade teacher. The District has made every effort to find a fully qualified teacher but has been unable to fill this vacancy.

Conor McGibboney will enroll in a Commission-approved Intern Program to begin the process for a Multiple Subject Teaching Credential.

The Fall River Joint Unified School District would like to offer Conor McGibboney the Burney Elementary School first/second grade teacher position. In order to do so, the District will need to apply for a Provisional Internship Permit on his behalf.

### **RECOMMENDATION**

It is the Superintendent's recommendation that the Board of Trustees approve the request for a Provisional Internship Permit on behalf of Conor McGibboney.

# FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

**DRAFT**

## ADMINISTRATIVE SALARY SCHEDULE - 2022/2023

Step	Vice Principal	Elementary Principal	High School Principal	Sp. Ed. Director
1	\$ 91,562	\$ 96,102	\$ 102,913	\$ 99,741
2	\$ 94,587	\$ 99,128	\$ 105,941	\$ 102,766
3	\$ 97,617	\$ 102,157	\$ 108,966	\$ 105,799
4	\$ 100,646	\$ 105,182	\$ 111,993	\$ 108,826
5	\$ 103,671	\$ 108,208	\$ 115,021	\$ 111,851
6	\$ 106,694	\$ 111,235	\$ 118,046	\$ 114,876
7	\$ 109,723	\$ 114,264	\$ 121,075	\$ 117,902
8	\$ 112,750	\$ 117,289	\$ 124,101	\$ 120,929
9	\$ 115,777	\$ 120,319	\$ 127,129	\$ 123,957
10	\$ 118,791	\$ 123,345	\$ 130,155	\$ 126,971
11	\$ 121,075	\$ 125,615	\$ 132,425	\$ 129,255
12	\$ 122,587	\$ 127,129	\$ 133,938	\$ 130,766

Salary Schedule Time Base is Annual

Stipends	
Masters	\$1,050
Summer School	\$6,240
Athletic Director	\$3,500 (Effective 7/1/2022)

**Longevity:** Starting with the 13th year of District service, a longevity increase of 1% of the previous year's salary, not including added stipends for extra duty, will be applied each year. Example: Hire date 7/1/1990, change to Admin 7/1/2015 - Years with district is 26, employee entitled to salary plus 1% longevity.

**Longevity Clause terminated for all new hires as of 6/30/2021 - REMOVE**

Benefits	Work Year
Medical, Dental, Vision and Life Sick Leave - 12 Days Per Year Insurance Cap of <b>\$11,795</b>	190 Days

Board Approved --