

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Palmer Joint Unified School District		Shasta	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	
Burrup Elementary		PK-3	
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Rodd Taylor			
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET)		1100 AM	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE		24 acres	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE		34000 Sq Feet	
WEATHER CONDITION AT TIME OF INSPECTION		Cloudy Cold	
INSPECTOR'S TITLE		Inspector of Operations / Risk Manager	
NUMBER OF CLASSROOMS ON SITE		22	
NUMBER OF RESTROOMS ON SITE		12	
341			

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR INTERIOR SURFACES	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL		
		GAS LEAKS	MECH/VAC	SEWER		OVERALL CLEANLINESS	RESTROOM INVESTIGATION		ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
27	Number of "OK"s:	27	27	10	25	25	27	27	12	27	27	25	27	27	0	27	
	Number of "D"s:	0	0	0	2	2	0	0	0	0	0	2	0	0	0	0	
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
27	Number of N/A's:	0	0	17	0	0	0	0	15	0	0	0	0	0	27	0	
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	92.59%	92.59%	100.00%	100.00%	100.00%	100.00%	92.59%	100.00%	100.00%	100.00%		100.00%	
Total Percent per Category		100.00%			92.59%	96.30%	100.00%	100.00%	100.00%		96.30%	100.00%			100.00%		
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD		GOOD		GOOD		GOOD		GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → **98.15%** **SCHOOL RATING**** → **GOOD**

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

School looks good, need to work on reducing clutter. Bathrooms flooring need replacement.

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

PART IIa: EVALUATION DETAIL

Date of Inspection: 01/02/23

School Name: Burney Elementary School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOF'S	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS GATES/FENCES
Room 8	911 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Room 7	944 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Library	986 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
Room 23	900 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	New Roof													
Room 22	900 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	New Roof													
Room 21	900 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	New Roof													
Room 20	900 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	New Roof													
Girls Bathroom	109 Sq. Ft.	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	Floors are wearing out													
Boys Bathroom	170 Sq. Ft.	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
Room 19	910 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	
		COMMENTS:	New Roof													
Room 18	885 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
District's Plan to Address:		Have Chemical training, Replace bathroom floors, have cleaning training														
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA."

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X) : If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:
a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- e. Areas evaluated is free of unabated graffiti.
- f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa: The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent Increments:
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- 2. Walls and Doors free of spots and grime.
- 3. Desk and Counters clean.
- 4. Furniture dusted and clean.
- 5. Baseboards and window sills dusted and clean.
- 6. Light fixtures clean.
- 7. Sink clean and drains working properly.
- 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
- 9. Windows are free from damage, clean, and in working condition.
- 10. Water fountains, including handles/buttons, are clean and in working condition.
- 11. Toilets and bathroom sinks are clean and in working condition.
- 12. Mirrors and Hand Dryers are clean, intact, and in working condition.
- 13. Bathroom supplies are stocked and in working condition.
- 14. Area is free of graffiti.
- 15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermis Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

- 2. Electrical systems, components, and equipment appear to be working properly.
 - a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
 - b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
 - c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly.
Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

When completing Part III of the FIT, the inspector should note the date and time of the

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		Faj River Joint Unified School District		COUNTY	Shasta		
SCHOOL SITE	Bumby High School		INSPECTOR'S NAME	Redd Taylor		INSPECTOR'S TITLE	Director of Operations / Risk Manager
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	922700 Cubic Feet		TIME OF INSPECTION	3/27/23			WEATHER CONDITION AT TIME OF INSPECTION
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:	32.78 Acres		TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	6640 Sq. Feet			SITE ENROLLMENT
				NUMBER OF CLASSROOMS ON SITE:	21		
				NUMBER OF RESTROOMS ON SITE:	12		
				NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)			

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL		
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	P-LAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES			
20	Number of "OK"s:	20	20	8	20	15	20	20	2	9	17	20	20	0	20	0	20		
↓	Number of "D"s:	0	0	0	0	5	0	0	0	0	3	0	0	0	0	0	0		
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
20	Number of N/A's:	0	0	12	0	0	0	0	18	11	0	0	0	0	0	0	0		
Percent of System in Good Repair		100.00%		100.00%		75.00%		100.00%		100.00%		100.00%		85.00%		100.00%		100.00%	
Number of "OK"s divided by		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	
Total Percent per Category		100.00%		100.00%		87.50%		100.00%		100.00%		100.00%		92.50%		100.00%		100.00%	
Rank (Circle one)		GOOD		GOOD		FAIR		GOOD		GOOD		GOOD		GOOD		GOOD		GOOD	
GOOD = 90%-100%																			
FAIR = 75%-89.99%																			

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

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → **97.50%** **SCHOOL RATING**** → **GOOD**

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
 Shop areas need some organization, decluttering

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

PART IIA: EVALUATION DETAIL

Date of Inspection: 01/03/23

School Name: Burney High School

Building / Area Name	Estimated Square Footage	Inspection Criteria														
		1 GAS LEAKS	2 MECH/HRVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 FLYING/DOWN SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/SCREENS
Room 9	1022 Sq. Ft	COMMENTS: Lots of stuff in room hard to clean														
		OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK
Room 10	918 Sq	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 8	851 Sq. ft	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 11	862 Sq. Ft.	COMMENTS: Heater left on, turned off														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	D	OK	OK	OK	N/A	OK
Room 6	854 Sq. Ft	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 5	738 Sq. Ft	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 4	787 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 3	738 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Gym	8112 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 12	1623 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	D	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A
Room 14	761 Sq. Ft	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 15	854 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 16	993Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 17	993 Sq. ft	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
Room 18	1566 Sq. Ft.	COMMENTS: Stuff piled everywhere on top of all cabinets, sinks dirty, stuff stacked on stoves														
		OK	OK	OK	OK	D	OK	OK	N/A	N/A	D	OK	OK	OK	N/A	OK
Room 19	1434 Sq. Ft.	COMMENTS: Floors are dirty, safet equipment left on														
		OK	OK	N/A	OK	D	OK	OK	N/A	N/A	D	OK	OK	OK	N/A	OK

PART I(a): EVALUATION DETAIL Date of Inspection: 01/03/23 School Name: Burrey High School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/TERMITES/INVESTIGATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PAVEMENT/ SCHOOLS GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room 20	1645 Sq. Ft.	COMMENTS: Cutter floors dirty, electrical cord hanging stretched, Wood in etal shop, welder screens have holes in them														
		OK	OK	N/A	OK	D	OK	OK	N/A	N/A	OK	OK	OK	OK	OK	N/A
Bandroom	900 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
Girls Bathroom	104 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Boys Bathroom	112 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary. **Marks:**

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

PART IIB: CLEANLINESS DETAIL

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2 Date of Inspection: 01/03/2023 School Name: Burney High School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1															Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirror & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
Room 9	Classroom, daily usage	Piled high with stuff															D
		Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	
Room 10	Classroom, daily usage	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	
Room 8	Classroom, daily usage	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	
Room 11	Classroom, daily usage	COMMENTS:															OK
		Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	
		COMMENTS:															
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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION
 Fall River Joint Unified School District
 COUNTY: Shasta
 SCHOOL TYPE (GRADE LEVELS): K-8th
 NUMBER OF CLASSROOMS ON SITE: 21
 Fall River Elementary
 INSPECTOR'S NAME: Inspector of Operations Rex Manager
 INSPECTOR'S TITLE: Inspector of Operations
 NUMBER OF RESTROOMS ON SITE: 10
 TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 120779 Cubic Feet
 TIME OF INSPECTION: 22:39
 WEATHER CONDITION AT TIME OF INSPECTION: Cloudy
 TOTAL ESTIMATED SITE SQUARE FOOTAGE /ACREAGE: 20787.8 sq. Ft.
 TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 20787.8 sq. Ft.

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATEWAYS	
27	Number of "OK"s:	27	25	9	21	26	27	5	21	27	27	27	27	1	26		
	Number of "D"s:	0	0	0	4	1	0	0	3	0	0	0	0	0	1		
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	84.00%	96.30%	100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	100.00%	96.30%		
Total Percent per Category		100.00%			84.00%		98.15%		100.00%	93.75%		100.00%		100.00%		98.15%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD			FAIR		GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **96.76%** **SCHOOL RATING**** → **GOOD**

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION: School looks good. Bathrooms need to be cleaned more thoroughly. Window sills need to be put on a cleaning schedule. Paint on the outside on portable need to be painted.

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

PART Iia: EVALUATION DETAIL Date of Inspection: 12/06/23 School Name: Fall River Elementary

Building / Area Name	Estimated Square Footage	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15															
		GAS LEAKS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOMS	POVERTY/INELIGIBLE STUDENTS	WINDOWS/DOORS/GATEWAYS	
Room 15	960 Sq. Ft.	OK	OK	N/A	D	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Room 16	819 Sq. Ft.	OK	OK	N/A	D	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Room 18	819 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Room 19	819 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Room 20	900 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Primary Girls Bathroom	120 Sq Ft	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Primary Boys Bathroom	120 Sq. Ft	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
5th 6th Grade Bathrooms	220 Sq. Ft	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Playground	10,000 Sq. Ft.	OK	N/A	OK	N/A	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK
Room A	652 Sq. Ft.	OK	N/A	OK	N/A	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A	OK
Room B	652 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK	OK

Deficiencies Noted In Prior Year? District's Plan to Address: Work on getting new faucets for the leaking ones, schedule painting of the deficient rooms walls. Have a training on cleaning walls.

Use additional Building/Area Lines as necessary.

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

PART III: CLEANLINESS DETAIL

Date of Inspection: 12/06/23

School Name: Fall River Elementary

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1															Rating
		Floors	Walls & Doors	Decks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
Library	Library, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Window sills															
Room 2	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Window sills															
Room 3	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Window sills															
Room 4	Classroom, daily usage	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Window sills															
Kindergarten Girls Bathroom	Bathroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	No	Yes	Yes	Yes	N/A	OK
		Dirty Toilet															
Kindergarten Boys Bathroom	Bathroom, daily usage	Yes	No	Yes	N/A	Yes	No	Yes	Yes	Yes	Yes	N/A	No	Yes	Yes	N/A	D
		walls by door															
Room 5	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Sink dirty															
Room 6	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	No	OK
		Sink stained															
Room 7	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Sink stained															
Room 8	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Sink stained															
Room 9	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Sink stained															
Room 10	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Sink stained															
Room 11	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Windowsills															
Room 12	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Windowsills															
Room 13	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Windowsills															
Room 14	Classroom, daily usage	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Windowsills															
Room 15	Classroom, daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		Windowsills															

PART III: CLEANLINESS DETAIL

Date of Inspection: 12/06/23

School Name: Fall River Elementary

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Inspection Criteria															Rating	
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Reuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscape		
Room 16	Classroom, daily usage	windowsills															OK	
		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room 18	Classroom , daily usage	Windowsills															OK	
		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room 19	Classroom , daily usage	Windowsills															OK	
		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room 20	Classroom , daily usage	Window sills															OK	
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room 17	Classroom , daily usage	Toilet Dirty															OK	
		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room A	Classroom , daily usage	Toilet Dirty															OK	
		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Room B	Classroom , daily usage	Toilet Dirty															OK	
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A		Yes
Playground	Playground, Daily usage	Toilet Dirty															OK	
		N/A	N/A	N/A	N/A	N/A	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		Yes
Primary Bathroom Girls	Bathroom , daily usage	Toilets dirty															OK	
		No	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	No	Yes	Yes	Yes		Yes
Primary Bathroom Boys	Bathroom , daily usage	Toilets dirty															OK	
		No	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	No	Yes	Yes	Yes		Yes
5th and 6th Grade bathrooms	Bathroom , daily usage	Toilets dirty															OK	
		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
District's Plan to Address:																		
Deficiency Noted in Prior Year?																		

Use additional Building/Area Lines as necessary.

MARKS:

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

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Fair River Joint Unified School District		Shasta	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	
Fair River Junior-Senior High School		12-14	
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Redd Taylor		246 Students	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		66348 Cubic Feet	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:		37 Acres	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:		60046 Sq. Ft.	
INSPECTOR'S TITLE		Director of Operational Risk Manager	
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION	
		Cloudy	

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/ HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOOR/ GATES/FENCES	
33	Number of "OK"s:	33	33	10	27	32	33	33	14	16	31	33	33	0	0	32	
0	Number of "D"s:	0	0	0	6	1	0	0	0	0	1	0	0	0	0		
0	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
34	Number of N/A's:	1	1	24	1	0	1	1	20	18	2	1	1	1	34		
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	81.82%	94.12%	100.00%	100.00%	100.00%	100.00%	96.88%	100.00%	100.00%	100.00%	96.97%		
Total Percent per Category		100.00%	100.00%	100.00%	81.82%	93.94%	100.00%	100.00%	100.00%	100.00%	98.44%	100.00%	100.00%	96.97%			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD		FAIR		GOOD		GOOD		GOOD		GOOD		GOOD			

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

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	96.40%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

School is in good repair, rest rooms need more thorough cleaning

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

PART Iia: EVALUATION DETAIL Date of Inspection: 12/16/23 School Name: Fall River Jr./Sr. High School

Building / Area Name	Estimated Square Footage	Inspection Criteria														
		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/TERMINI INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Cafeteria	2240 SQ. Ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Art Room	1200 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Band Room	1200 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Room 11	1403 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Room 25	575 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	D
		COMMENTS: Carpet Stains , Broken Window														
Room 24	506 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Room 21	729 Sq. Ft.	OK	OK	N/A	D	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS: Walls need painted														
Library	1404 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Room 20	729 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Room 14	588 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS: Floors need vacuuumed														
Room 13	621 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Room 17	441 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
Hall Boys Bathroom	188 Sq. Ft.	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Hall Girls Bathroom	220 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Room 19	567 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK
		COMMENTS:														
extra	0.00	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		COMMENTS:														

PART III: EVALUATION DETAIL

Date of Inspection: 12/16/23

School Name: Fall River Jr. Sr. High School

Building / Area Name	Estimated Square Footage	Inspection Criteria														
		1 GAS LEAKS	2 MECH/PVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room 23	764 Sq. Ft.	COMMENTS: New Paint														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	OK	N/A
Room 22	1156 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	N/A
Room18	920 Sq. ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
Room 15	920 Sq. Ft.	COMMENTS: Carpet is wearing out														
		OK	OK	N/A	D	OK	OK	OK	OK	N/A	OK	OK	OK	OK	N/A	OK
Girls Locker Room	1052 Sq. Ft.	COMMENTS: Floor needs painted														
		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Boys Locker Room	1177 Sq. Ft.	COMMENTS:														
		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Gym	7410 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	N/A	OK
Boys Foyer Bathroom	145 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Girls Foyer Bathroom	98 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Room 6	824 Sq. Ft.	COMMENTS: Walls covered with Paper														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	D	OK	OK	OK	N/A	OK
Boys Ag Bathroom	124 Sq. Ft.	COMMENTS: Floors and Walls need repair														
		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Girls Ag bathroom	124 Sq. Ft.	COMMENTS:														
		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Room 7	576 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Wood shop	1814 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
Room 1	9410 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
Room 2	850 Sq. Ft.	COMMENTS:														
		OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK

PART IIA: EVALUATION DETAIL

Date of Inspection: 12/16/23

School Name: Fall River Jr. Sr. High School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	GENERAL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATEPENCES
Room 10	727 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Room 9	1100 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Deficiencies Plan to Address:		Training on cleaning , Replace window , repair bathrooms														
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

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

PART IIB: CLEANLINESS DETAIL
NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: _____ Date of Inspection: 12/16/23 School Name: Fall River High School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	2															Rating
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	
Cafeteria	Cafeteria , daily usage	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	N/A	Yes	Yes	N/A	OK
		COMMENTS:															
Art Room	Classroom, daily usage	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Band Room	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Room 11	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:															
Room 25	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 24	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 21	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Library	Library, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 20	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 14	Classroom, daily usage	No	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 13	Classroom, daily usage	No	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Room 17	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
Hall Boys Bathroom	Bathroom , daily usage	Yes	Yes	N/A	N/A	No	Yes	Yes	Yes	N/A	No	No	Yes	Yes	N/A	D	
		COMMENTS:															
Hall Girls Bathroom	Bathroom . Daily usage	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	N/A	OK	
		COMMENTS:															
Room 19	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	No	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															
extra	extra	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
		COMMENTS:															
Room 23	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	Yes	N/A	OK	
		COMMENTS:															

PART IIR: CLEANLINESS DETAIL

Date of Inspection: 12/16/23

School Name: Fall River High School

NUMBER OF CUSTOMAL STAFF ASSIGNED TO SITE: 2

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1															Rating	
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping		
Room 22	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:																
Room 15	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	N/A	Yes	N/A	OK
		COMMENTS:																
Girls Locker Room	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	N/A	No	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Boys Locker Room	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Gym	Classroom, daily usage	Yes	Yes	N/A	N/A	Yes	Yes	N/A	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Boys Foyer Bathroom	Bathroom, daily usage	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Girls Foyer Bathroom	Bathroom, daily usage	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Room 6	Classroom, daily usage	No	Yes	N/A	N/A	N/A	No	Yes	Yes	Yes	N/A	N/A	N/A	Yes	Yes	N/A	OK	
		COMMENTS:																
Boys Ag Bathroom	Bathroom, daily usage	Yes	Yes	N/A	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Girls Ag bathroom	Bathroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:																
Room 7	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Wood shop	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Room 1	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Room 2	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Room 9	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
Room 10	Classroom, daily usage	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	N/A	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:																
District's Plan to Address:		Bathroom																
Deficiency Noted in Prior Year?		m																

PART IIB: CLEANLINESS DETAIL _____ Date of Inspection: 12/16/23 School Name: Full River High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	

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

to FIT's column 5 on the Evaluation Detail page, (for each Building / Area
 It will overwrite existing data (in the Cleanliness column) for the Building Area / Name.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		Fal River Joint Unified School District		COUNTY	Shasta	NUMBER OF CLASSROOMS ON SITE:	2
SCHOOL SITE		M. Burrey Center		SCHOOL TYPE (GRADE LEVELS)	K-12	NUMBER OF RESTROOMS ON SITE:	2
INSPECTOR'S NAME		Redd Taylor		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)			
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		13300 Cubic Feet		INSPECTOR'S TITLE	Director of Operations / Risk Manager		
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:		2 Acres		WEATHER CONDITION AT TIME OF INSPECTION	Clear		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:		1424 Sq. Ft.					

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES	
4	Number of "OK"s:	4	4	3	4	4	4	2	3	4	4	4	4	2	2	3	
0	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
0	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4	Number of N/A's:	0	0	1	0	0	0	2	1	0	0	0	0	2	1		
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Total Percent per Category		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD															

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

OVERALL RATING:

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

School looks good

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

PART 1a: EVALUATION DETAIL

Date of Inspection: 12/19/23

School Name: Mt Burney Center

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/TERMINI INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATEWAYS
Main Classroom	579 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	N/A	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Kitchen Classroom	591 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	OK	
		COMMENTS:														
Bathroom 1	82 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	
		COMMENTS:														
Bathroom 2	82 Sq. Ft.	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK	
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		San Joaquin Unified School District		COUNTY	Shasta
SCHOOL SITE		Mt. View High School Burrell Community Day School		SCHOOL TYPE (GRADE LEVELS)	MMHS 9-12 BCDS7-12
INSPECTOR'S NAME		Rodd Taylor		INSPECTOR'S TITLE	Director of Operations / Risk Manager
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		218712 Cubic Feet		DATE	12/14/2023 7:00
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE		4.82 Acres		WEATHER CONDITION AT TIME OF INSPECTION	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE		1000 Sq. Ft.		Clear	
				NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	MMHS 14 BCDS 18
				NUMBER OF CLASSROOMS ON SITE	2
				NUMBER OF RESTROOMS ON SITE	2

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES	
6	Number of "OK"s:	6	5	2	3	6	6	6	2	5	6	6	5	6	1	6	6
↓	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	Number of N/As:	0	1	4	1	0	0	0	4	1	0	0	0	0	5	0	0
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	60.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	83.33%	100.00%	100.00%	100.00%
Total Percent per Category		100.00%	60.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	91.67%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD		POOR		GOOD		GOOD		GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	93.96%	SCHOOL RATING**	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

School looks Good , bathrooms are old but functional. One room needs paint

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

PART IIA: EVALUATION DETAIL Date of Inspection: 11/27/23 School Name: Mt View High School and Burney Community Day School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	GENERAL CLEANLINESS	PEST/SPERM INVESTIGATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATEWAYS
Room 17	846 Sq. Ft	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
room 18	845 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Restroom Boys	205 Sq. Ft.	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS: Broken tile on base board														
Restroom Girls	215 Sq. Ft.	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS: Paint not the best														
Gym	2805 Sq. Ft.	OK	OK	N/A	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A	OK
		COMMENTS:														
Outside Area	10000Sq. Ft.	OK	N/A	N/A	N/A	OK	OK	OK	N/A	N/A	OK	OK	D	OK	OK	OK
		COMMENTS: Cracks in asphalt														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Use additional Building/Area Lines as necessary.

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

PART IIB: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 1 Date of Inspection: 12/04/23 School Name: Mt View High School and Burney Community Day School

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1															Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
Room 17	Classroom, used daily	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Room 18	Classroom, used daily	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes	N/A	OK
		COMMENTS:															
Restroom Boys	Restrooms, used daily	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Restroom Girls	Restrooms, used daily	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Gym	Lunch room, Gym used daily	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	N/A	OK
		COMMENTS:															
Outside Area	Exercise basketball courts	N/A	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	OK
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
		COMMENTS:															
District's Plan to Address:																	
Deficiency Noted in Prior Year?																	

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

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		Fair River Joint Unified School District		COUNTY	Shasta	
SCHOOL SITE		Soder Mountain High School / Fair River Community Day School		SCHOOL TYPE (GRADE LEVELS)	9-12 7-12	
INSPECTOR'S NAME		Rodd Taylor		INSPECTOR'S TITLE	Director of Operations / Risk Manager	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		40300 Cubic Feet		TIME OF INSPECTION	9/12/2022	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:		2.4 Acres		WEATHER CONDITION AT TIME OF INSPECTION	cloudy	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:		3772 Sq. Ft.		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	GMS 14 students, FRCDS 10 Students	

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	RESTROOM INVESTIGATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GUTTERANCES
4	Number of "OK"s:	4	4	4	3	4	4	4	2	4	4	4	4	0	0	4
4	Number of "D"s:	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
4	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Number of N/As:	0	0	0	0	0	0	0	2	0	0	0	0	4	0	
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category		100.00%	GOOD			75.00%	100.00%	100.00%	100.00%	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD														

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

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → **96.88%** **SCHOOL RATING**** → **GOOD**

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
 School is in good repair

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

PART Iia: EVALUATION DETAIL

Date of Inspection: 12/19/23

School Name: Soldier Mountain High School / Fall River Community Day School

Building / Area Name	Estimated Square Footage	Inspection Categories														
		1 GAS LEAKS	2 MECH/VAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/TERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATEWAYS
Soldier Mountain High School	1372 Sq. Ft.	COMMENTS: Needs to be painted														
		OK	OK	OK	D	OK	OK	OK	OK	N/A	OK	OK	OK	OK	OK	N/A
Fall River Community Day School	900 Sq. Ft.	COMMENTS: Needs to be painted														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
Girls Bathroom	92 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
Boys Bathroom	92 Sq. Ft.	COMMENTS:														
		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	N/A
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted In Prior Year?																

Use additional Building/Area Lines as necessary.

Marks:

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

Burney Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
Email Address	ghawkins@frjUSD.org
District Website	http://www.frjUSD.org

2023-24 School Description and Mission Statement

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

Burney Elementary opened in 1952.

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

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

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

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

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

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

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

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

There are no limits on learning at Burney Elementary!

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	54
Grade 2	48
Grade 3	45
Grade 4	38
Grade 5	44
Grade 6	47
Total Enrollment	345

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6%
Male	57.4%
American Indian or Alaska Native	15.9%
Asian	0.3%
Black or African American	0.3%
Hispanic or Latino	19.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.8%
White	58.8%
English Learners	2.6%
Foster Youth	0.3%
Homeless	1.7%
Socioeconomically Disadvantaged	65.2%
Students with Disabilities	13.9%

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	78.57	50.80	76.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	4.74	2.80	4.27	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.71	1.70	2.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.43	5.00	7.60	12115.80	4.41
Unknown	1.60	9.49	5.80	8.75	18854.30	6.86
Total Teaching Positions	17.50	100.00	66.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.10	87.62	53.90	82.23	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	1.17	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.40	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	1.30	11953.10	4.28
Unknown	2.00	12.38	5.50	8.46	15831.90	5.67
Total Teaching Positions	16.10	100.00	65.60	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	0.20	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.6	0

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

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

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

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2018 Adoption Cengage Learning REACH by National Geographic Learning (K-6)	Yes	0

Mathematics	2014 Adoption Houghton Mifflin Harcourt CA Math Expressions Common Core (K-6)	Yes	0
Science	2021 Adoption CA Elevate	Yes	0
History-Social Science	2018 Adoption Studies Weekly (Online) (TK-6)	Yes	0
Foreign Language	N/A		
Health	TK-6 Second Step by Community for Children Choose Well Curricula	Yes	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			School looks good. Need to work on reducing clutter.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathrooms flooring need replacement
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			School looks good

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	18	28	33	36	47	46
Mathematics (grades 3-8 and 11)	15	26	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	169	99.41	0.59	27.81
Female	65	65	100.00	0.00	29.23
Male	105	104	99.05	0.95	26.92
American Indian or Alaska Native	27	27	100.00	0.00	18.52
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	104	103	99.04	0.96	31.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	114	99.13	0.87	25.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	9.09

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	170	169	99.41	0.59	26.04
Female	65	65	100.00	0.00	21.54
Male	105	104	99.05	0.95	28.85
American Indian or Alaska Native	27	27	100.00	0.00	18.52
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	104	103	99.04	0.96	30.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	114	99.13	0.87	23.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	12.12

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.82	21.95	19.42	22.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	41	95.35	4.65	21.95
Female	13	13	100.00	0.00	15.38
Male	30	28	93.33	6.67	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.7	86.0	97.7	86.0	100.00
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	358	126	35.2
Female	159	153	54	35.3
Male	214	205	72	35.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	55	55	24	43.6
Asian	1	1	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	71	68	26	38.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	13	4	30.8
White	227	216	71	32.9
English Learners	12	10	4	40.0
Foster Youth	3	1	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	266	254	100	39.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	55	22	40.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	7.12	2.54	1.07	8.31	9.61	12.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0
Female	0.63	0
Male	1.4	0
Non-Binary		
American Indian or Alaska Native	1.82	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.13	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.75	0

2023-24 School Safety Plan

Burney Elementary has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294- 35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. In addition, at the beginning of the 2022-2023 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Basic Training Certification with a "live" drill following. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	1	1
1	13	4		
2	13	3		
3	17	2		
4	13	18		
5	13	23		
6	16	18		
Other	6	10		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	24		2	
2	21		1	
3	23		1	
4	18	12		
5	20	12		
6	21	6	6	
Other	11	3	2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,373.87	\$1,741.42	\$5,632.44	\$67,323.00
District	N/A	N/A	\$10,213.00	\$67,995
Percent Difference - School Site and District	N/A	N/A	-57.8	1.5
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-15.7	-8.1

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,750	\$47,616
Mid-Range Teacher Salary	\$67,282	\$75,580
Highest Teacher Salary	\$91,017	\$100,485
Average Principal Salary (Elementary)	\$124,016	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$130,658	\$125,386
Superintendent Salary	\$197,853	\$157,977
Percent of Budget for Teacher Salaries	29.45%	27.82%
Percent of Budget for Administrative Salaries	5.41%	5.78%

Professional Development

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

January 9, 2024

Noah Courtney

Channon Montgomery

Kalani Shaw

Burney Junior-Senior High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
Email Address	ghawkins@frjusd.org
District Website	http://www.frjusd.org

2023-24 School Description and Mission Statement

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	47
Grade 8	51
Grade 9	41
Grade 10	39
Grade 11	28
Grade 12	32
Total Enrollment	238

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4%
Male	46.6%
American Indian or Alaska Native	13%
Filipino	0.4%
Hispanic or Latino	23.1%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	8.8%
White	53.4%
English Learners	3.8%
Foster Youth	0.8%
Homeless	0.4%
Socioeconomically Disadvantaged	51.7%
Students with Disabilities	19.3%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.30	70.01	50.80	76.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	3.30	2.80	4.27	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	2.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	14.22	5.00	7.60	12115.80	4.41
Unknown	1.80	12.33	5.80	8.75	18854.30	6.86
Total Teaching Positions	14.80	100.00	66.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	88.86	53.90	82.23	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	1.17	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.21	4.40	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.74	0.80	1.30	11953.10	4.28
Unknown	1.20	8.12	5.50	8.46	15831.90	5.67
Total Teaching Positions	14.90	100.00	65.60	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.10	0.20
Total Out-of-Field Teachers	2.10	0.20

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0

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

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

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

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston/Holt Literature and Language Arts for Grade 7-8 Holt, Rinehart and Winston/Holt Literature for Grades 9-12	Yes	0

	ERWC 7-12 Bedford/st. Martin's AP English-Everything's an Argument		
Mathematics	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 & 8)	Yes	0
	2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry		
	2007 Adoption Prentice Hall Precalculus		
Science	2020 Adoption STEMScopes © 2021 Accelerate Learning, Inc. 7th Grade Life Science 8th Grade Physical Science	Yes	0
	2007 Adoption Prentice Hall Conceptual Physics, Chemistry Holt Earth Science		
History-Social Science	2018 Adoption McGraw Hill 2019 Geography and US History (7-11) Principals of Economics (12) Principals of American Democracy (12)	Yes	0
Foreign Language	2004 Adoption Prentice Hall Realidades McDougal Little Abriendo Puertas	Yes	0
Health	Glencoe/McGraw Hill Teen Health and Sexuality	Yes	0

School Facility Conditions and Planned Improvements

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

Age of School Buildings

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Shop areas need some organization, decluttering
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	34	33	36	47	46
Mathematics (grades 3-8 and 11)	27	25	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	121	95.28	4.72	33.88
Female	68	67	98.53	1.47	38.81
Male	59	54	91.53	8.47	27.78
American Indian or Alaska Native	15	15	100.00	0.00	26.67
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	28	93.33	6.67	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	35.71
White	68	64	94.12	5.88	35.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	19.05

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	122	96.06	3.94	24.59
Female	68	67	98.53	1.47	25.37
Male	59	55	93.22	6.78	23.64
American Indian or Alaska Native	15	15	100.00	0.00	20.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	28	93.33	6.67	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	14.29
White	68	65	95.59	4.41	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	71	100.00	0.00	22.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	9.09

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.48	22.99	19.42	22.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	87	95.60	4.40	22.99
Female	51	51	100.00	0.00	27.45
Male	40	36	90.00	10.00	16.67
American Indian or Alaska Native	14	14	100.00	0.00	0.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	17	89.47	10.53	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	47	95.92	4.08	31.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	40	95.24	4.76	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	10.53

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	109
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.86
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	14.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	95.9	95.9	95.9	95.9	95.9
Grade 9	91.9	91.9	91.9	91.9	91.9

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

We are committed to communicating with and engaging parents/guardians as partners in their children's education. We believe that parents/guardians play very important roles at Burney Junior-Senior High School through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents/guardians and interested citizens have the opportunity to be involved in School Site Council, Boosters Club, and various annual events. Parents who wish to participate in the School Site Council, school activities, become a volunteer, or coach an athletic team may contact the school office. Parents/guardians are directly involved in the Student Study Team process where collaborative decisions regarding student achievement, progress, and improvements are made with the student, parents/guardians, teachers, and administration.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	6.7	9.1	9.8	16	9.7	9.4	7.8	8.2
Graduation Rate	96.4	93.3	90.9	88	82.7	89.2	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	33	30	90.9
Female	20	18	90.0
Male	13	12	92.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	18	90.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	18	16	88.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	252	89	35.3
Female	141	138	44	31.9
Male	123	114	45	39.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	34	33	14	42.4
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	67	62	24	38.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	25	24	10	41.7
White	136	131	40	30.5
English Learners	9	9	2	22.2
Foster Youth	5	4	4	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	150	146	61	41.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	51	24	47.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	13.83	19.77	26.14	8.31	9.61	12.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.76	0.00	0.00	0.16	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	26.14	0.76
Female	18.44	0.71
Male	34.96	0.81
Non-Binary		
American Indian or Alaska Native	32.35	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	28.36	2.99
Native Hawaiian or Pacific Islander	0	0
Two or More Races	24	0
White	23.53	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	32	0.67
Students Receiving Migrant Education Services	0	0
Students with Disabilities	23.64	0

2023-24 School Safety Plan

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	30	1	
Mathematics	7	33	1	
Science	8	23	1	
Social Science	8	29	1	

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	20	3	
Mathematics	13	14	3	
Science	14	10	4	
Social Science	13	16	3	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	20	2	0
Mathematics	10	19	2	0
Science	14	9	5	0
Social Science	13	14	4	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	264.44

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,988.96	\$2,243.56	\$9,745.39	\$70,971.00
District	N/A	N/A	\$10,213.00	\$67,995
Percent Difference - School Site and District	N/A	N/A	-4.7	6.8
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	38.6	-2.8

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,750	\$47,616
Mid-Range Teacher Salary	\$67,282	\$75,580
Highest Teacher Salary	\$91,017	\$100,485
Average Principal Salary (Elementary)	\$124,016	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$130,658	\$125,386
Superintendent Salary	\$197,853	\$157,977
Percent of Budget for Teacher Salaries	29.45%	27.82%
Percent of Budget for Administrative Salaries	5.41%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	1
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	1
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

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

Additional trainings on Trauma-Informed Practices, Student Equity, Restorative Practices, Student Engagement, and meeting

Professional Development

the needs of all students also take place.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Fall River Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
Email Address	ghawkins@frjUSD.org
District Website	http://www.frjUSD.org

2023-24 School Description and Mission Statement

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

Fall River Elementary serves 282 students with 14 regular ed. teachers, 2 special ed. teachers, 2 speech and language paraprofessionals who share their case load for a 1 FTE equivalent, 1 ELD teacher shared with the rest of the district, a district psychologist shared with the rest of the district and a behavior paraprofessional with additional paras in both special ed. and regular ed. Indian Education para as well.

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

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

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

Our Free and Reduced lunch is 50.7%.

17.7% of our student population are English Learners.

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

Vision

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

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

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

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

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

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

2023-24 School Description and Mission Statement

Mission Statement

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	35
Grade 2	37
Grade 3	41
Grade 4	31
Grade 5	42
Grade 6	40
Total Enrollment	282

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	133
Male	149
Non-Binary	0
American Indian or Alaska Native	15
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	12
White	128
English Learners	50
Foster Youth	1
Homeless	4
Migrant	13
Socioeconomically Disadvantaged	152
Students with Disabilities	42

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.5	94.5%	50.9	76.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0	0	2.8	4.3%	4,206	1.5%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.7	2.6%	11,218.7	4.1%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.1%	5	7.6%	12,115.8	4.4%
Unknown	0	0	0.5	0.8%	2,690.7	1.0%
Total Teaching Positions	15.3	100.00	66.3	100.00	274,759.1	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	88%	54	82.2%	11,953.2	84%
Intern Credential Holders Properly Assigned	0	0	0.8	1.2%	4,853	1.7%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	6.3%	4.5	6.8%	12,001.6	4.3%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	1.3%	11,953.2	4.3%
Unknown	0	0	0.4	0.6%	864.5	0.3%
Total Teaching Positions	15.9	100.00	65.6	100.00	79,044.9	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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

DreamBox - Math Intervention
 Lexia - Reading and ELD intervention
 Accelerated Reader - Reading intervention and acceleration
 MyOn - Reading Intervention and acceleration
 Freckle Math - Math intervention and acceleration
 Khan Academy - Math intervention and acceleration
 SIPPS - Reading interventions
 Step Up to Writing - Writing support
 Prodigy - Math intervention and acceleration
 Teachers Pay Teachers - all subjects
 Starfall - Phonics
 Hand Writing w/o Tears
 Brain Pop - all subjects

Year and month in which the data were collected

September 2021

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

School Facility Conditions and Planned Improvements

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

Age of School Buildings

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

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Front of school building was painted within the last 5 years and the entrance was landscaped.

Cleaning Process and Schedule

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

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School looks good. Window sills need to be put on a cleaning schedule.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathrooms need to be cleaned more thoroughly.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Paint on the outside on portable need to be painted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	43	33	36	47	46
Mathematics (grades 3-8 and 11)	32	32	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	148	144	97.29%	2.71%	43.05%
Female	77	75	97.4%	1.29%	41.33%
Male	71	69	97.18%	2.81%	44.93%
American Indian or Alaska Native	8	8	100%	0%	NA
Asian					
Black or African American	0	0	0	0	
Filipino	0	0	0	0	
Hispanic or Latino	55	54	98.18%	1.8%	31.48%
Native Hawaiian or Pacific Islander	0	0	0	0	
Two or More Races	8	8	100%	0%	N/A
White	77	74	96.1%	3.89%	50%
English Learners	19	18	94.73%	5.26%	0%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	83	98.8%	1.19%	37.35%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.3%	8.69%	14.29%

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	148	145	97.9%	2.02%	31.73%
Female	77	76	98.7%	1.29%	26.31%
Male	71	69	97.18%	2.8%	37.69%
American Indian or Alaska Native	8	8	100%	0%	N/A
Asian	0	0	0	0	
Black or African American	0	0	0	0	
Filipino	0	0	0	0	
Hispanic or Latino	55	55	100%	0%	21.82%
Native Hawaiian or Pacific Islander	0	0	0	0	
Two or More Races	8	8	100%	0%	N/A
White	77	74	96.1%	3.89%	40.55%
English Learners	19	19	100%	0%	0%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100%	0%	32.14%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.3%	8.69%	14.29%

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.38	26.83	19.42	22.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	41	97.6%	2.38%	26.83%
Female	24	24	100%	0%	20.83%
Male	18	17	94.44%	5.55%	35.29%
American Indian or Alaska Native	--	--	--	--	NA
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100%	0%	17.65%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	NA
White	21	20	95.23%	4.76%	30%
English Learners	9	9	100%	0%	NA
Foster Youth	0	0	0	0	NA
Homeless	0	0	0	0	NA
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100%	0%	22.73%
Students Receiving Migrant Education Services	--	--	--	--	NA
Students with Disabilities	6	5	83.33%	16.66%	NA