

# Burney Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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).

### 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.

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Fall River Joint Unified
<b>Phone Number</b>	(530) 335-4538
<b>Superintendent</b>	Greg Hawkins
<b>E-mail Address</b>	<a href="mailto:ghawkins@frjUSD.org">ghawkins@frjUSD.org</a>
<b>Web Site</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Burney Elementary
<b>Street</b>	37403 Toronto St.
<b>City, State, Zip</b>	Burney, Ca, 96013-4381
<b>Phone Number</b>	530-335-2279
<b>Principal</b>	Marcy Schmidt, Principal
<b>E-mail Address</b>	<a href="mailto:mschmidt@frjUSD.org">mschmidt@frjUSD.org</a>
<b>Web Site</b>	<a href="http://www.frjUSD.org">http://www.frjUSD.org</a>
<b>County-District-School (CDS) Code</b>	45699896050272

*Last updated: 2/1/2017*

## School Description and Mission Statement (School Year 2016-17)

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.

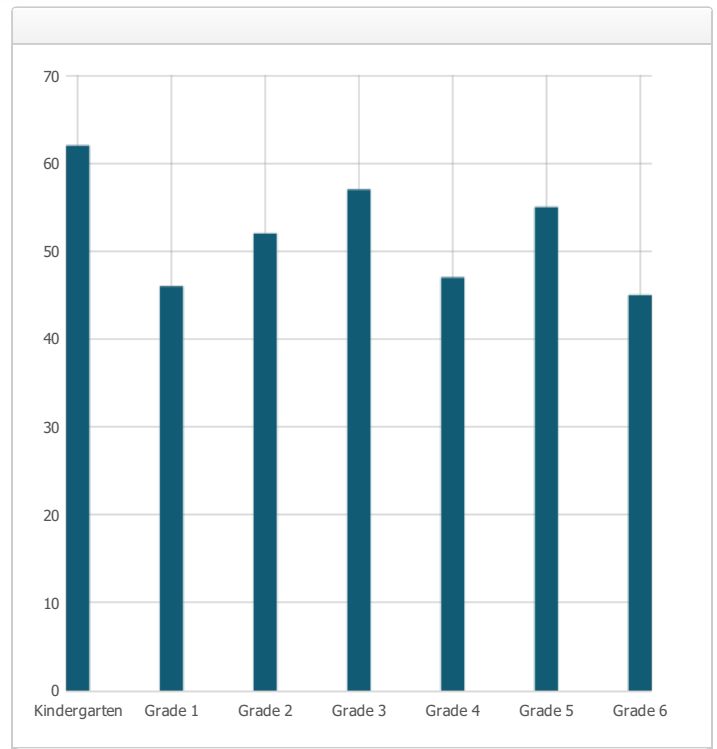
The Board of Trustees of the Fall River Joint Unified School District believes that it is the responsibility of the school and home, working together, to provide a positive environment for students within which they may:

- 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

*Last updated: 2/1/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	62
Grade 1	46
Grade 2	52
Grade 3	57
Grade 4	47
Grade 5	55
Grade 6	45
<b>Total Enrollment</b>	<b>364</b>



Last updated: 2/1/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	12.4 %
Asian	0.3 %
Filipino	0.3 %
Hispanic or Latino	16.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	63.7 %
Two or More Races	3.8 %
Other	2.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.3 %
English Learners	5.8 %
Students with Disabilities	11.3 %
Foster Youth	0.5 %

Last updated: 2/1/2017

## A. Conditions of Learning

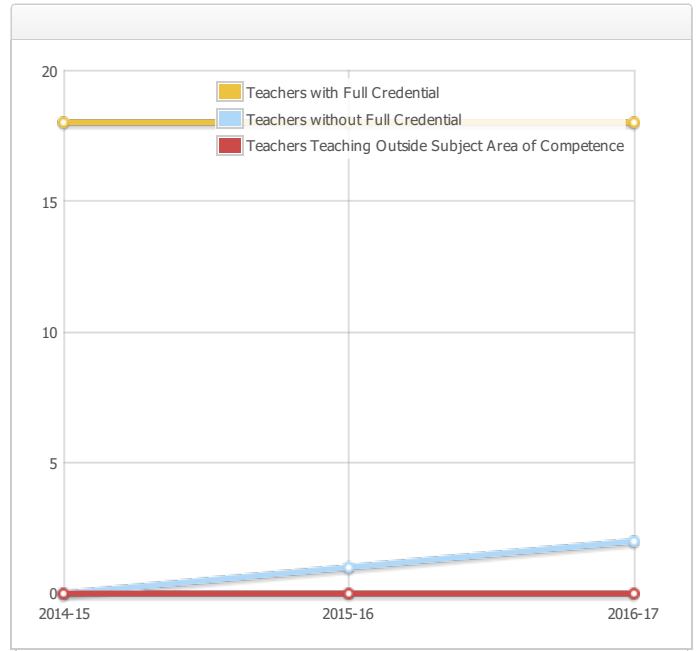
### State Priority: Basic

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

#### Teacher Credentials

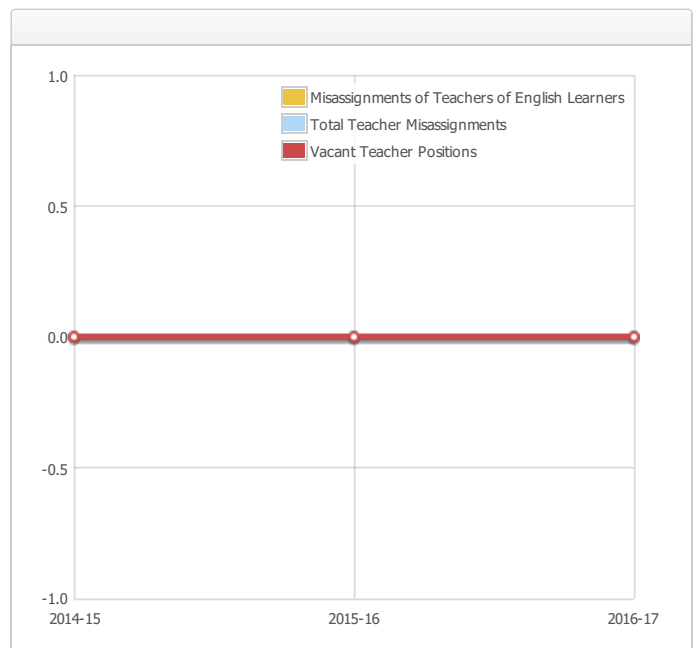
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	18	70
Without Full Credential	0	1	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.0%	6.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 2/1/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<b>Adoption 2010</b> McMillan McGraw Hill California Treasures for Grades K-6	Yes	0.0 %
Mathematics	<b>2014 Adoption</b> Houghton Mifflin Harcourt Math Expressions Grade K-6	Yes	0.0 %
Science	<b>2007 Adoption</b> Delta Education, Inc. Full Option Science System (FOSS) for Grades K-5 Glencoe McGraw-Hill Glencoe Science Focus on Series CA Edition - Focus on Earth Science Grade 6	Yes	0.0 %
History-Social Science	<b>2006 Adoption</b> Houghton Mifflin Social Science Grades K-5 Glencoe McGraw Hill Social Science Grade 6  <b>2005 Adoption</b> Houghton Mifflin Social Science, 2007 Grades K-6		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 2/2/2017*



## 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.

*Last updated: 2/2/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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*Last updated: 1/31/2017*

## 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	30.0%	38.0%	43.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	18.0%	23.0%	30.0%	34.0%	34.0%	36.0%

Note: 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.

*Last updated: 2/1/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.8%	27.9%
Male	26	26	100.0%	15.4%
Female	37	35	94.6%	37.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	14	13	92.9%	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	42.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7%	26.7%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 2/1/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	45	93.8%	37.8%
Male	27	25	92.6%	28.0%
Female	21	20	95.2%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	10	83.3%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	43.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	32	91.4%	31.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 2/1/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	58	57	98.3%	26.3%
Male	31	30	96.8%	23.3%
Female	27	27	100.0%	29.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	31.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	22.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 2/1/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	47	97.9%	29.8%
Male	31	30	96.8%	16.7%
Female	17	17	100.0%	52.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	30.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	18.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 2/1/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.8%	21.3%
Male	26	26	100.0%	23.1%
Female	37	35	94.6%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	14	13	92.9%	7.7%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7%	20.0%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

*Last updated: 2/1/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	45	93.8%	35.6%
Male	27	25	92.6%	32.0%
Female	21	20	95.2%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	10	83.3%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	43.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	32	91.4%	34.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

*Last updated: 2/1/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	58	56	96.6%	16.1%
Male	31	29	93.6%	20.7%
Female	27	27	100.0%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	34	94.4%	23.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	13.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

*Last updated: 2/1/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	47	97.9%	23.4%
Male	31	30	96.8%	16.7%
Female	17	17	100.0%	35.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	30.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	13.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

*Last updated: 2/1/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	29.0%	32.0%	59.0%	52.0%	55.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	58	57	98.3%	31.6%
Male	31	30	96.8%	36.7%
Female	27	27	100.0%	25.9%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	12	12	100.0%	8.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	36	35	97.2%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	27.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 2/1/2017

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.1%	10.3%	27.6%

Note: 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.

*Last updated: 2/1/2017*

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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, bulletins, school mailings, and the community newsletter.

### State Priority: Pupil Engagement

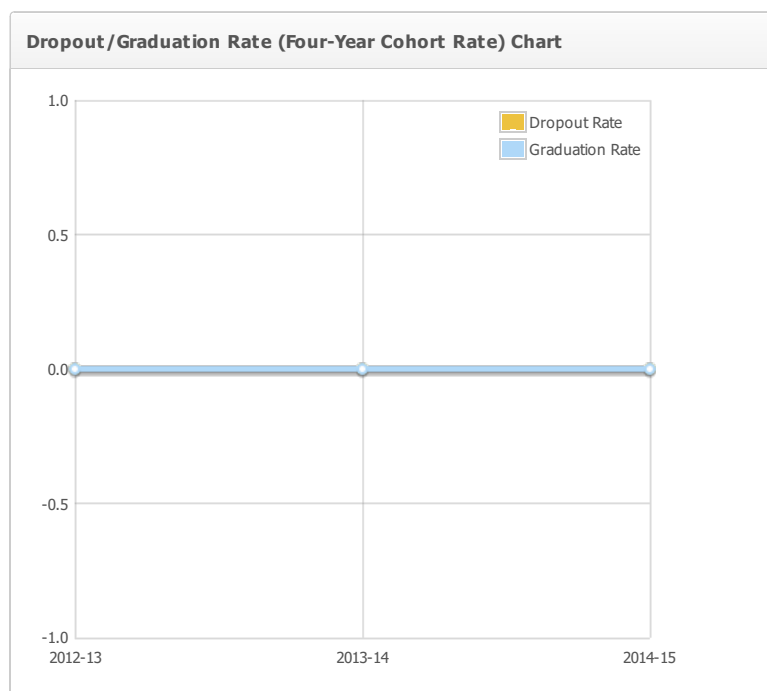
Last updated: 2/1/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	88.30	86.50	82.70	80.44	80.95	82.27



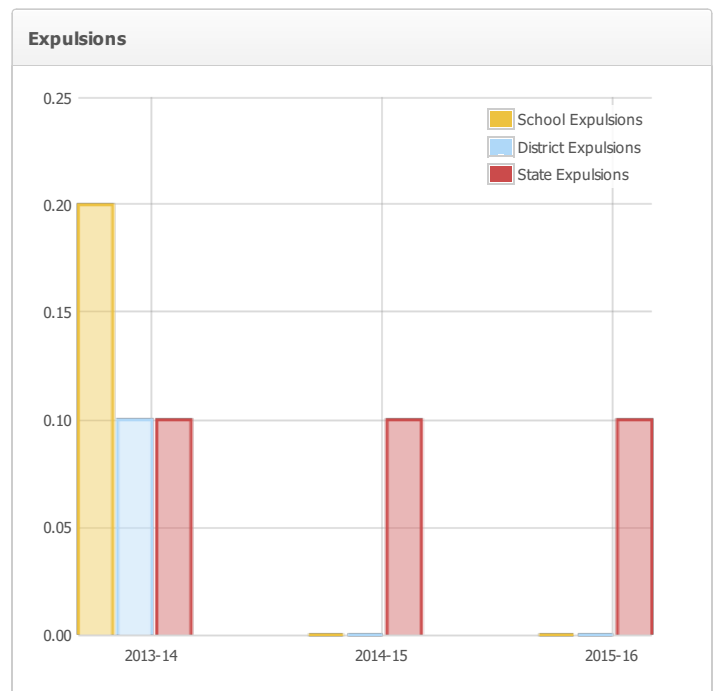
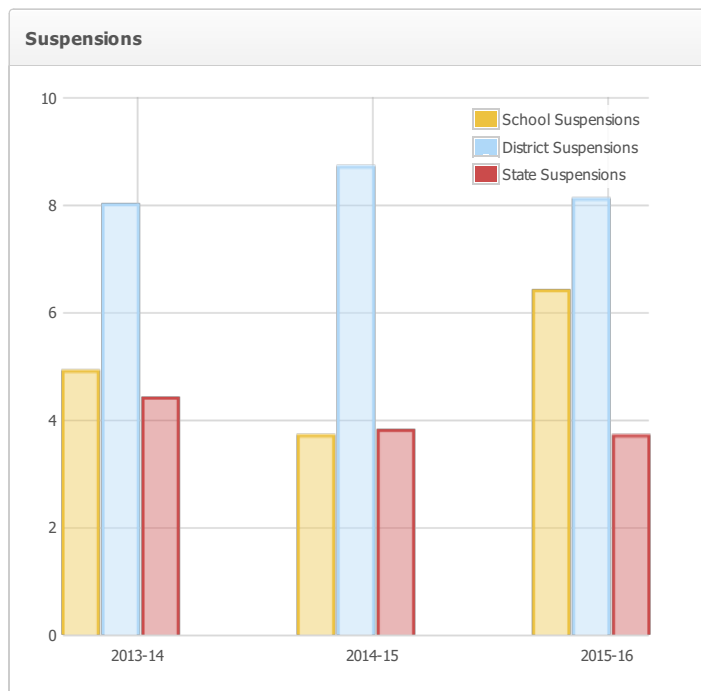
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.9	3.7	6.4	8.0	8.7	8.1	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

## School Safety Plan (School Year 2016-17)

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. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

Last updated: 2/1/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	3	0	19.0	1	2	0	19.6	1	2	0
1	22.0	0	2	0	24.0	0	2	0	26.5	0	2	0
2	22.0	0	2	0	25.0	0	2	0	25.0	0	2	0
3	17.0	3	0	0	22.0	0	2	0	18.7	3	0	0
4	25.0	0	2	0	26.0	0	2	0	23.0	0	2	0
5	28.0	0	1	0	22.0	0	2	0	26.5	0	2	0
6	29.0	0	2	0	25.0	0	2	0	21.0	1	1	0
Other	11.0	1	0	0	16.0	1	0	0	16.0	1	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

\*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.

Last updated: 1/31/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4683.0	\$880.0	\$3803.0	\$52373.0
District	N/A	N/A	\$8656.0	\$56866.0
Percent Difference – School Site and District	--	--	-77.9%	-8.2%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	-39.5%	-14.7%

Note: Cells with N/A values do not require data.

Last updated: 1/31/2017

## Types of Services Funded (Fiscal Year 2015-16)

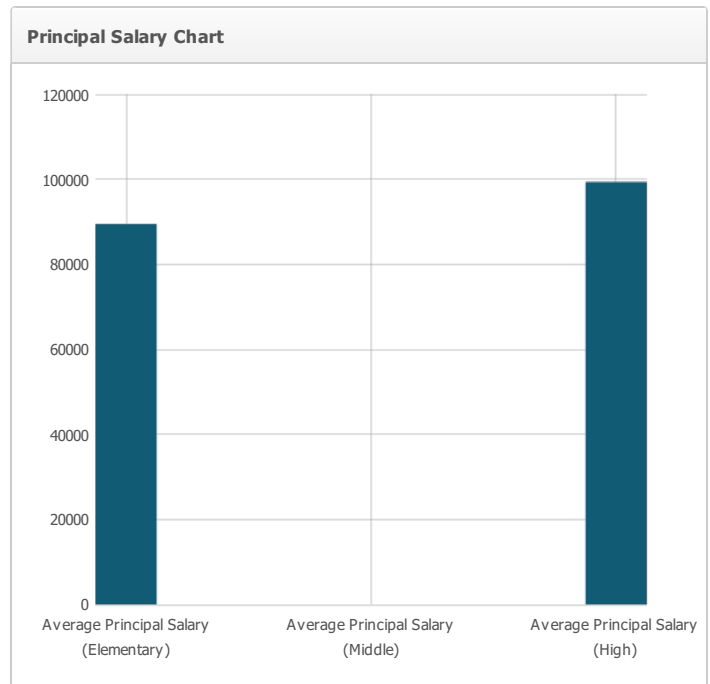
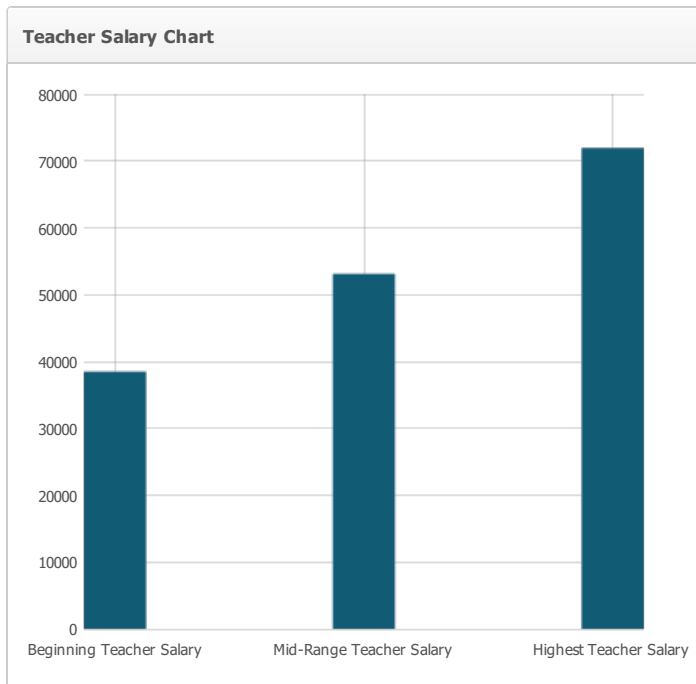
- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

Last updated: 1/31/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,483	\$40,430
Mid-Range Teacher Salary	\$53,112	\$58,909
Highest Teacher Salary	\$71,945	\$77,358
Average Principal Salary (Elementary)	\$89,447	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$99,354	\$100,453
Superintendent Salary	\$138,228	\$123,728
Percent of Budget for Teacher Salaries	32.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2017

## Professional Development

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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. 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.

*Last updated: 1/31/2017*