

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

### I. Data and Access

#### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### II. About This School

#### **Contact Information (School Year 2012–13)**

School		District	
School Name	Burney Elementary	District Name	Fall River Joint Unified
Street	37403 Toronto St.	Phone Number	(530) 335-4538
City, State, Zip	Burney, CA, 96013	Web Site	<a href="http://www.frjUSD.org">www.frjUSD.org</a>
Phone Number	(530) 335-2279	Superintendent	Greg Hawkins
Principal	Marcy Schmidt, Principal	E-mail Address	<a href="mailto:ghawkins@frjUSD.org">ghawkins@frjUSD.org</a>
E-mail Address	<a href="mailto:mschmidt@frjUSD.org">mschmidt@frjUSD.org</a>	CDS Code	45699896050272

#### **School Description and Mission Statement (School Year 2011–12)**

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 District. 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 extra-curricular.

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

**Opportunities for Parental Involvement (School Year 2011–12)**

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.

**(School Year 2011–12)**

**Student Enrollment by Grade Level**

**Student Enrollment by Student Group**

Grade Level		Number of Students	Group		Percent of Total Enrollment
Kindergarten		52	Black or African American		0.9%
Grade 1		52	American Indian or Alaska Native		10.1%
Grade 2		51	Asian		1.4%
Grade 3		57	Filipino		0.3%
Grade 4		39	Hispanic or Latino		16.1%
Grade 5		50	Native Hawaiian or Pacific Islander		0.6%
Grade 6		46	White		67.4%
Total Enrollment		347	Two or More Races		1.2%
			Socioeconomically Disadvantaged		68.0%
			English Learners		6.3%
			Students with Disabilities		11.8%

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

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3			19.7	3	0	0	17.3	3	0	0
1	18.3	3			19.7	3	0	0	17.0	3	0	0
2	19.5	2			23.3	1	2	0	12.8	4	0	0
3	18	2.5			22.0	2	0	0	20.7	3	0	0
4	34.6			1.5	29.0	0	2	0	30.0	0	1	0
5	31.3		1.5		31.0	0	2	0	20.0	1	1	0
6	26		1.5		32.0	0	1	0	30.5	0	2	0

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

**III. School Climate**

**School Safety Plan (School Year 2011–12)**

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.

**Suspensions and Expulsions**

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	5.2	4.2	7/347=2.0	20.9	23	220/1142 = 19.2
<b>Expulsions</b>	0.02	0.2	0/347 = 0	0.42	0.8	5/1142 = .4

\* Rate equals the number of annual suspensions or expulsions divided by the number of enrolled students on Fall Census Day

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2012–13)**

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 Elementary was originally opened in 1952 with additions and modernization projects in 1959, 1968, 1984, 1996, with the most recent 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.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis, to assist school district with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**School Facility Good Repair Status (School Year 2012–13)**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs				X	Portable buildings have an improper slope which causes leaks, will need to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				X	Playground surface needs to be replaced
<b>Overall Rating</b>		X			

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	20	20	21	80
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

\*\*This includes classroom teachers, and itinerant or pull-out/Push-in teacher with SEID. This does not include administrators or pupil services.

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	89.76%	10.24%
High-Poverty Schools in District	89.76%	10.24%
Low-Poverty Schools in District	0.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.4375	
Psychologist	1 FTE Districtwide	
Social Worker	0	

Nurse	.66 FTE Districtwide	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded 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.

## VII. Curriculum and Instructional Materials

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010 Adoption Macmillian/McGraw Hill/California Treasures for grades K-6	Yes	0
Mathematics	2008 Adoption Pearson Scott Foresman/envision Math California for grades K-6	Yes	0
Science	2007 Adoption Houghton Mifflin California, 2007 for grades K-6	Yes	0
History-Social Science	2005 Adoption Houghton Mifflin Social Science, 2007 grades K-6	Yes	0

## VIII. School Finances

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	4,957	1,062	3,894	51,673
District			7,530	\$51,165
Percent Difference – School Site and District			-48%	+1%
State			\$5,455	\$57,948
Percent Difference – School Site and State			29%	-12%

Note: shaded cells do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### **Types of Services Funded (Fiscal Year 2011–12)**

Title I, Part A (Basic Grant)  
 Title II, Part A (Teacher Quality)  
 Title VII Indian Ed  
 Johnson O'Malley Indian Education  
 Economic Impact Aid (EIA)  
 Federal, ECIA/ESEA/IASA  
 Federal, Special Education, Entitlement

**Teacher and Administrative Salaries (Fiscal Year 2010–11)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,025	\$38,099
Mid-Range Teacher Salary	\$49,753	\$55,582
Highest Teacher Salary	\$67,395	\$71,884
Average Principal Salary (Elementary)	\$92,266	\$88,790
Average Principal Salary (Middle)		\$93,519
Average Principal Salary (High)	\$93,527	\$95,671
Superintendent Salary	\$132,655	\$115,401
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

**IX. Student Performance**

**Standardized Testing and Reporting Program**

**The Standardized Testing and Reporting (STAR) Program consists of several key components, including:**

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	50%	51%	45%	49%	51%	55%	52%	54%	56%
Mathematics	56%	57%	45%	49%	48%	54%	48%	50%	51%
Science	56%	68%	49%	56%	67%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	48%	54%	55%	44%	48%	49%

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.

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	55%	54%	63%	55%
All Students at the School	45%	45%	49%	0%
Male	42%	45%	59%	0%
Female	47%	46%	33%	0%
American Indian or Alaska Native	36%	40%	0%	0%
Hispanic or Latino	44%	38%	25%	0%
White	48%	49%	63%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	41%	40%	41%	0%
Students with Disabilities	31%	26%	0%	0%
Students Receiving Migrant Education Services	55%	27%	0%	0%

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.

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced					
	District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	39%	65%	56%	54%	59%	56%
Mathematics	46%	67%	63%	54%	56%	58%

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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44%	28%	29%	37%	48%	15%

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.

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.40%	20.80%	18.80%

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.

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks – Three-Year Comparison**

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	211	762	773	796	4,664,264	788
Black or African American	1		4		313,201	710
American Indian or Alaska Native	23	704	78	747	31,606	742
Asian	4		4		404,670	905
Filipino	1		4		124,824	869
Hispanic or Latino	30	719	156	786	2,425,230	740
Native Hawaiian or Pacific Islander	1		3		26,563	775
White	143	792	501	811	1,221,860	853
Two or More Races	4		14	773	88,428	849
Socioeconomically Disadvantaged	132	731	430	757	2,779,680	737
English Learners	0		1		1,530,297	716
Students with Disabilities	24	663	113	620	530,935	607

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	5	6	4
Similar Schools	4	9	4



**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	31	-17	-20
White	22	-22	-3
Socioeconomically Disadvantaged	43	-15	-31

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)**

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

**Federal Intervention Program (School Year 2012–13)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		10.0%

Note: Cells shaded do not require data.

## XI. School Completion and Postsecondary Preparation

### *Dropout Rate and Graduation Rate*

Indicator	District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		13.9	11.1		16.6	14.4
Graduation Rate		81.48	84.44		74.72	76.26

Note: Cells shaded do not require data.

## XII. Instructional Planning and Scheduling

### *Professional Development*

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

Burney Elementary

School Accountability Report Card, 2011-2012

Fall River Joint Unified

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)