

# 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	
<b>School Name</b>	Mt. Burney Special Education Center	<b>District Name</b>	Fall River Joint Unified
<b>Street</b>	37577 Mountain View Rd.	<b>Phone Number</b>	(530) 335-4538
<b>City, State, Zip</b>	Burney, CA, 96013	<b>Web Site</b>	www.frjUSD.org
<b>Phone Number</b>	(530) 335-4576	<b>Superintendent</b>	Greg Hawkins
<b>Principal</b>	Ray Guerrero, Principal	<b>E-mail Address</b>	ghawkins@frjUSD.org
<b>E-mail Address</b>	rguerrero@frjUSD.org	<b>CDS Code</b>	45699896050314

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

Mt Burney Special Education Center serves severely handicapped students ages 3-22. 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 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, 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. Parent participation in their child's education is very important for those students who attend Mt. Burney. In addition the staff believes that an active and involved parent group is essential to an active school agenda.

Parents who wish to participate in the School Site Council, school activities, or become a volunteer may contact the school office.

### ***Student Enrollment by Grade Level (School Year 2011-12)***

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0	Grade 8	1
Grade 1	1	Ungraded Elementary	0
Grade 2	1	Grade 9	1
Grade 3	0	Grade 10	0
Grade 4	1	Grade 11	0
Grade 5	0	Grade 12	1
Grade 6	0	Ungraded Secondary	0
Grade 7	2	Total Enrollment	8

### ***Student Enrollment by Student Group (School Year 2011-12)***

<b>Group</b>	<b>Percent of Total Enrollment</b>
American Indian or Alaska Native	50.0%
Hispanic or Latino	12.5%
White	37.5%
Socioeconomically Disadvantaged	87.5%
Students with Disabilities	100.0%

**Average Class Size and Class Size Distribution**

Mt. Burney is a self-contained classroom with one teacher.

**III. School Climate**

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

Mt. Burney 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
Suspensions	0	0	0	20.9	23	19.2
Expulsions	0	0	0	.5	.42	.4

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

**IV. School Facilities**

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

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The school is one building with 2 classrooms, one with a fully functioning kitchen.

**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			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: shaded Cells do not require data.

## V. Teachers

### *Teacher Credentials*

Teachers	School 2009-10	School 2010-11	School 2011-12	District 2011-12
With Full Credential	1	1	1	80
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### *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)	0	
Psychologist	1 FTE District wide	
Social Worker	0	
Nurse	.66 FTE District wide	
Speech/Language/Hearing Specialist	1 FTE shared with BES and BHS	
Resource Specialist (non-teaching)	0	
Other	0	

Note: shaded cells 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	The curriculum is based on the Special Education Alternate Curriculum	Yes	0
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## 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	\$33,720	\$32,983	\$736	\$54,772
District			\$7530	\$51,165

Percent Difference – School Site and District			N/A	7%
State			\$5,455	\$57,948
Percent Difference – School Site and State			N/A	-6%

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	0%	0%	0%	49%	51%	55%	52%	54%	56%
Mathematics	0%	0%	0%	49%	48%	54%	48%	50%	51%
Science	0%	0%	0%	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%

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								
	School			District			State		
	2009–10	2010–11	2011–12	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/>.

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.

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.

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

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.

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

### *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	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		10.0%

Note: shaded Cells 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 in black do not require data.

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012	
	District	State
All Students	66	N/D
American Indian or Alaska Native	7	N/D
Hispanic or Latino	16	N/D
White	41	N/D
Socioeconomically Disadvantaged	36	N/D
English Learners	6	N/D
Students with Disabilities	7	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

## 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

**Mt. Burney Special Education Center**

**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)