

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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 2011–12)

School		District	
<b>School Name</b>	Burney Elementary Community Day	<b>District Name</b>	Fall River Joint Unified
<b>Street</b>	20375 Tamarack Ave.	<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) 335-4538	<b>Superintendent</b>	Greg Hawkins
<b>Principal</b>	Greg Hawkins, Superintendent/Alt Ed Principal	<b>E-mail Address</b>	ghawkins@frjUSD.org
<b>E-mail Address</b>	ghawkins@frjUSD.org	<b>CDS Code</b>	45699896119382

### School Description and Mission Statement (School Year 2010–11)

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the continuation high school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have continuation high schools, and other programs such as independent study and adult education, as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers

- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators
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The mission of our Community Day Schools is to meet the California Department of Education regulation 48916.1 (a)

"At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion", the Fall River Joint Unified School District established the Community Day School Program. This program provides students the opportunity to earn readmission to the regular program at the end of the required term and to prepare those who do not qualify for readmission for the next steps in their educational career.

### Opportunities for Parental Involvement (School Year 2010–11)

We are committed to communicating with and engaging parents as partners in their children’s education. We believe that parents play very important roles 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 are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	1
Grade 4	0
Grade 5	1
Grade 6	0
<b>Total Enrollment</b>	<b>3</b>

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment This School	Percent of Total Enrollment District	Percent of Total Enrollment County	Percent of Total Enrollment State
Black or African American	0	0.6%	1.7%	6.6%
American Indian or Alaska Native	0	10%	5.3%	.7%
Asian	0	.05%	2.9%	8.5%
Filipino	0	.02%	.04%	2.5%
Hispanic or Latino	0	20%	12%	51%
Native Hawaiian or Pacific Islander	0	.03%	.3%	.5%
White	100	65%	73%	26%
Two or More Races	0	1.6%	3.3%	1.8%
Socioeconomically Disadvantaged	100	61%	54%	54%
English Learners		11%	3.7%	33%
Students with Disabilities	33	13%	9%	9%

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

Grade Level	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Self-contained K-6	1	1			2	1			3	1		

\* 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 2010-11)

Burney Elementary Community Day 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 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0.00%	300.00%	0.00%	18.00%	20.09%	23%
Expulsions	0.00%	0.00%	0.00%	0.50%	0.42%	0.8%

\* 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 2011-12)

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.

#### 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 2011-12)

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: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	1	1	1	67
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2010–11)

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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	97.3%	2.7%
<b>High-Poverty Schools in District</b>	97.96%	2.04%
<b>Low-Poverty Schools in District</b>	0%	100%

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	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	As needed per IEP	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black 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 2011–12)

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: Dec 2011**

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 Reason Scott Foresman/envision Math California for grades K-6	Yes	0%
Science	2007 Adoption Houghton Mifflin California, 2007 for grade K-6	Yes	0%
History-Social Science	2005 Adoption Houghton Mifflin Social Science, 2007 for grades K-6	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$24,045	0	\$24,045	\$39,402
District				\$51,430
Percent Difference – School Site and District			N/A	N/A
State			\$5,455	\$57,163
Percent Difference – School Site and State			N/A	N/A

Note: Cells shaded in black 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 2010–11)

<ul style="list-style-type: none"> <li>• Title I, Part A (Basic Grant)</li> <li>• Title II, Part A (Teacher Quality)</li> <li>• Title VII Indian Ed</li> <li>• Johnson O'Malley Indian Education</li> <li>• Economic Impact Aid (EIA)</li> <li>• Federal, ECIA/ESEA/IASA</li> <li>• Federal Special Education Entitlement</li> </ul>
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### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,025	\$37,978
Mid-Range Teacher Salary	\$49,753	\$55,252
Highest Teacher Salary	\$67,395	\$71,674
Average Principal Salary (Elementary)	\$91,352	\$87,651
Average Principal Salary (Middle)	\$0	\$92,196
Average Principal Salary (High)	\$91,352	\$93,352
Superintendent Salary	\$129,211	\$116,851
Percent of Budget for Teacher Salaries	37.00%	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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	0%	0%	0%	45%	49%	51%	50%	52%	54%
Mathematics	0%	0%	0%	42%	49%	48%	46%	48%	50%
Science	0%	0%	0%	56%	56%	67%	50%	53%	56%
History-Social Science	0%	0%	0%	41%	48%	54%	41%	44%	48%

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	51%	48%	67%	54%
All Students at the School	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American				
American Indian or Alaska Native				
Asian				

Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 2010–11)

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.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			757	800	4,683,676	778
Black or African American			5		317,856	696
American Indian or Alaska Native			72	728	33,774	733
Asian			3		398,869	898
Filipino			2		123,245	859
Hispanic or Latino			142	798	2,406,749	729
Native Hawaiian or Pacific Islander			3		26,953	764
White			507	808	1,258,831	845



<b>Two or More Races</b>			14	819	76,766	836
<b>Socioeconomically Disadvantaged</b>			399	775	2,731,843	726
<b>English Learners</b>			1		1,521,844	707
<b>Students with Disabilities</b>			107	651	521,815	595

### 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 2010–11)

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

### Federal Intervention Program (School Year 2011–12)

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>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		9.1%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

## California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)						
Graduation Rate	88.99	85.26	88.79	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 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 2011	
	District	State
All Students	95/78 82%	N/D
Black or African American		N/D
American Indian or Alaska Native	12	N/D
Asian		N/D
Filipino		N/D
Hispanic or Latino	18	N/D
Native Hawaiian or Pacific Islander		N/D
White	50	N/D
Two or More Races		N/D
Socioeconomically Disadvantaged	37	N/D
English Learners	3	N/D
Students with Disabilities	8	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 to coach teachers to improve instructional practices.