School Accountability Report Card
Reported for School Year 2009-2010 Published During 2010-2011

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).The SAR, contains information about the condition and performance of each California public school. More information about the requirements for the SARC is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

DATA AND ACCESS

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2010-2011)

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	www.shastalink.k12.ca.us/frjusd
Phone Number	530-335-2279	Superintendent	Larry Snelling
Principal	Dianna Fischer	E-mail Address	lsnelling@shastalink.k12.ca.us
E-mail Address	dfischer@shastalink.k12.ca.us	CDS Code	45- 69989- 6050272

School Description and Mission Statement

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

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.
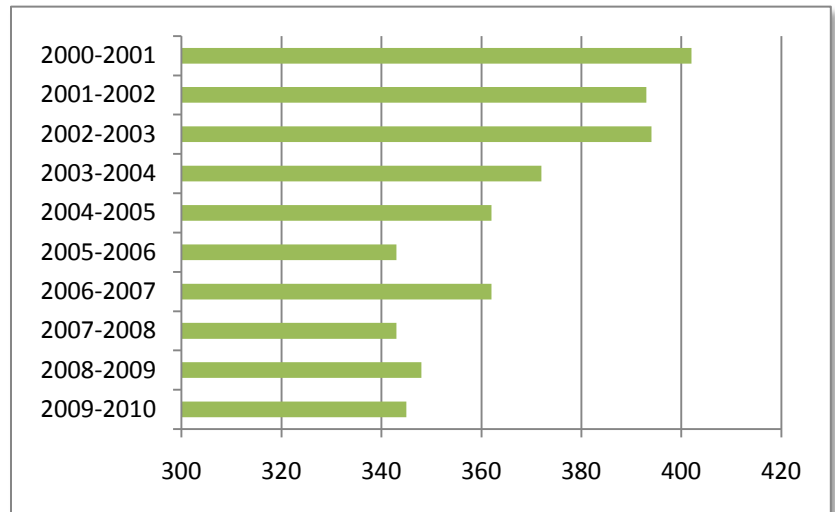
BES is a focal point and center for students, their parents and the community. We encourage and welcome parent/family involvement.

Student Enrollment

by Grade Level
(School Year 2009-2010)

2000-2009

Grade Level	Number of Students
Kindergarten	63
Grade 1	53
Grade 2	39
Grade 3	46
Grade 4	55
Grade 5	48
Grade 6	41
Total Enrollment	345

Student Enrollment by Group (School Year 2009-2010))

	Burney Elementary	Fall River Joint Unified	Shasta County	State
Hispanic or Latino of Any Race	46	231	3162	3,118,404
American Indian or Alaska Native, Not Hispanic	39	123	1482	44,915
Asian, Not Hispanic	3	4	876	526,866
Pacific Islander, Not Hispanic	1	5	104	37,012
Filipino, Not Hispanic	3	3	116	156,433
African American, Not Hispanic	1	5	481	424,327
White, not Hispanic	243	765	20,623	1,673,278
Two or More Races, Not Hispanic	4	23	770	96,785
Not Reported	5	23	139	112,405
Total	345	1,182	27,753	6,190,425

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2007-2008 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2008-2009 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2009-2010 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	16.0	3			19.3	3			20	3		
1	14.0	3			19.0	2			18.3	3		
2	18.3	3			17.5	2			19.5	2		
3	17.5	2			19.5	2			18	2.5		
4	26.0		1		25.5		2		34.6			1.5
5	26.0		2		27.0		2		31.3		1.5	
6	25.0		2		28.0		1		26		1.5	

SCHOOL CLIMATE

School Safety Plan

Burney Elementary has a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School 2007-2008	2008-2009	2009-2010	District 2007-2008	2008-2009	2009-2010
Suspensions	4.4	7.8	5.2	10.6	18.0	20.9
Expulsions	0.0	0.0	0.02	0.2	0.5	0.42

SCHOOL FACILITIES

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. This school has 23 classrooms. The main campus was built in 1952. During the 2004-05 school year, a local bond measure (Measure J) was passed by the community authorizing 4.4 million, which was combined with 6.6 million from the state for modernization. The money was used to update the heating and air conditioning system (along with extreme hardship funding), upgrade the electrical service, upgrade fire alarm, intercom and bell systems and the renovation of restrooms.

School Facility Good Repair Status (School Year 2010-2011)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

	Exemplary	Good	Fair	Poor
Overall Rating				X

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2007-2008	2008-2009	2009-2010	
With Full Credential	22	21	20	77
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-2009	2009-2010	2010-2011
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-2010)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	83%	17%
High-Poverty Schools in District		
Low-Poverty Schools in District		

SUPPORT STAFF

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist	1 FTE District wide	N/A
Social Worker		N/A
Nurse	.66 FTE District wide	N/A
Speech/Language/Hearing Specialist	1.66 FTE District wide	N/A
Resource Specialist (non-teaching)		N/A
Other		

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	2010 Adoption • Macmillian/McGraw Hill/California Treasures for grades K-6 • Holt, Rinehart and Winston/Holt Literature and	0

	Language Arts for grades 7-8 • Holt Rinehart and Winston/Holt Literature for grades 9-12	
Mathematics	2008 Adoption • Pearson Scott Foresman/ enVision Math California for grades K-6	0
Science	2007 adoption • Houghton Mifflin California Science, 2007 Gr K-6 • Pearson Prentice Hall California Science Explorer, Focus on Earth, Life and Physical Science, 2008 Gr 6-8	0
History-Social Science	2005 adoption • Houghton Mifflin Social Science , 2007 Gr K - 6 • Pearson Prentice Hall Social Studies, 2006 Gr 6-8	0

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-2009)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)
Fall River Joint Unified, 2008-09 http://www.ed-data.k12.ca.us

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at expenditure per pupil figure. Current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures.

Fall River Joint Unified School District			Statewide Average All Unified School Districts	Statewide Average All Districts
Total Dollars	Average Daily Attendance	$ / Student (ADA)	$ / Student (ADA)	$ / Student (ADA)
$12,191,178	1,095	$11,137	$8,825	$8,736

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,541	$1,509	$4,031	$52,528
District	N/A	N/A	$6,733	$49,180
Percent Difference – School Site and District	N/A	N/A	-67%	+6.3%
State (Average for Unified District)	N/A	N/A	$5,681	$66,642
Percent Difference – School Site and State	N/A	N/A	-40%	-26%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The following programs and supplemental services that are available at the school and funded through either categorical or other sources:

- Title I, Part A (Basic Grant)
- Title II, Parts A & D (Teacher Quality & Technology)
- Title IV (Safe and Drug Free Schools and Communities)
- Title V (Innovative Programs)
- Title VII Indian Education
- Johnson O'Malley Indian Education
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement
- Federal, Drug/Alcohol/Tobacco Funds

Teacher and Administrative Salaries (Fiscal Year 2008-2009)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Schedule - Annual Salary
Fall River Joint Unified, 2008-09

	District	Statewide Average for Unified School Districts
Lowest Offered	$36,025	$40,322
BA + 60 (Step 10) Offered[2]	$49,753	$62,602
Highest Offered	$67,395	$80,902
Average Paid[3]	$50,919	$66,642

These amounts do not include salaries for extended year, bonuses for special accomplishments, or payment for extra-curricular services such as coaching, drama or music.

The average salary data are based on salaries actually paid to administrators.

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$90,264	$86,327
Average Principal Salary (High)	$89,177	$94,411
Superintendent Salary	$121,955	$116,768
Percent of Budget for Teacher Salaries	33%	
Percent of Budget for Administrative Salaries	5%	

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts	39	51	50	41	45	48.7	46	50	52.3
Mathematics	41	51	56.1	39	42	48.7	43	46	48.1
Science	49	59	55.6	47	57	56.2	46	50	53.6
History-Social Science	0	0		27	41	47.9	36	41	44.4

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Percent of Students Scoring at Proficient or Advanced			
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
American Indian or Alaska Native	30	53	60	
Hispanic or Latino	50	67	50	
White (not Hispanic)	51	56	50	
Male	51	64	57	
Female	44	50	42	
Economically Disadvantaged	44	50	48	
English Learners	55	63		
Students with Disabilities	21	40		
Students Receiving Migrant Education Services	47	60	100	

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

East Burney Elementary		Grade	Below		Within		Exceeds		Total
			Count	Percent	Count	Percent	Count	Percent	
Abdominal Strength	Curl-Ups	05	8	17.4%	18	39.1%	20	43.5%	46
Aerobic Capacity	20m PACER	05	18	40.0%	27	60.0%	0	0.0%	45
Body Composition	Body Mass Index	05	14	30.4%	32	69.6%	0	0.0%	46
Flexibility	Shoulder Stretch (Left)	05	18	39.1%	28	60.9%	0	0.0%	46
	Shoulder Stretch (Right)	05	7	15.2%	39	84.8%	0	0.0%	46
Trunk Strength	Trunk-Lifts	05	2	4.4%	44	95.7%	0	0.0%	46
Upper Body Strength	Flexed-Arm Hang	05	2	100.0%	0	0.0%	0	0.0%	2
	Push-Ups	05	22	57.9%	11	29.0%	5	13.2%	38

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	5	4	5
Similar Schools	4	5	4

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	0	33	31
White (not Hispanic)	4	29	22
Socioeconomically Disadvantaged	7	28	43

Academic Performance Index Growth by Student Group – 2010 Growth API

This table displays, by student group, the 2010 Growth API at the school, LEA, and State Level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	806	780	767
Hispanic or Latino		754	715
Pacific Islander			
White (not Hispanic)	800	802	838
Socioeconomically Disadvantaged	744	749	712
Students with Disabilities		627	500

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
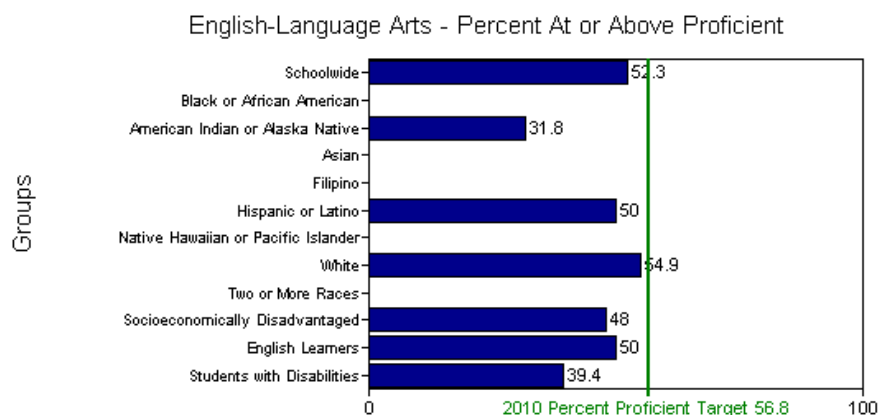
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.
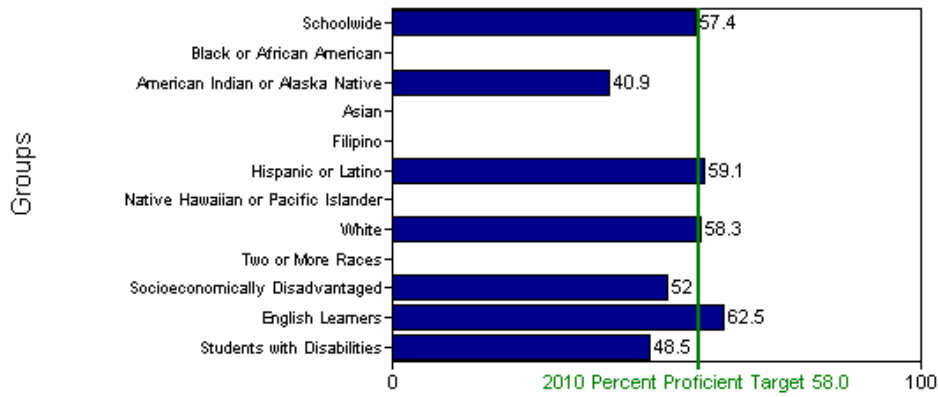
Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

English-Language Arts - Percent At or Above Proficient

Mathematics - Percent At or Above Proficient

Groups	Percent
Schoolwide	57.4
Black or African American	
American Indian or Alaska Native	40.9
Asian	
Filipino	
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	
White	58.3
Two or More Races	
Socioeconomically Disadvantaged	52
English Learners	62.5
Students with Disabilities	48.5

2010 Percent Proficient Target 58.0

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	Yes	No
First Year of Program Improvement		
Year in Program Improvement	Yr. 3	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	9%	

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

THIS SECTION DOES NOT APPLY TO THIS SCHOOL.

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies. 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.