

# 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 SARC, 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	Mt. Burney Special Education Center	District Name	Fall River Joint Unified
Street	37577 Mountain View Rd.	Phone Number	530-335-4538
City, State, Zip	Burney , CA 96013	Web Site	<a href="http://www.shastalink.k12.ca.us/frjUSD">www.shastalink.k12.ca.us/frjUSD</a>
Phone Number	530-335-3852	Superintendent	Larry Snelling
Principal	Tom Puskarich	E-mail Address	<a href="mailto:lsnelling@shastalink.k12.ca.us">lsnelling@shastalink.k12.ca.us</a>
E-mail Address	<a href="mailto:tpuskarich@shastalink.k12.ca.us">tpuskarich@shastalink.k12.ca.us</a>	CDS Code	45- 69989- 6050314

#### **School Description and Mission Statement**

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***

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 2009-2010)***

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

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

	Mt. Burney	Fall River Joint Unified	Shasta County	State
<b>Hispanic or Latino of Any Race</b>		231	3162	3118,404
<b>American Indian or Alaska Native, Not Hispanic</b>	3	123	1482	44,915
<b>Asian, Not Hispanic</b>		4	876	526,866
<b>Pacific Islander, Not Hispanic</b>	1	5	104	37,012
<b>Filipino, Not Hispanic</b>		3	116	156,433
<b>African American, Not Hispanic</b>		5	481	424,327
<b>White, not Hispanic</b>	1	765	20,623	1,673,278
<b>Two or More Races, Not Hispanic</b>		23	770	96,785
<b>Not Reported</b>		23	139	112,405
<b>Total</b>	5	1,182	27,753	6,190,425

## SCHOOL CLIMATE

### **School Safety Plan**

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**

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			District		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Suspensions	-	-	-	10.6	18.0	20.9
Expulsions	-	-	-	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. 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 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	
<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>Repair Status: Exemplary, Good, Fair, Poor</b>					

	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	1	1	1	77
Without Full Credential				
Teaching Outside Subject Area of Competence				

### ***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	The curriculum is based on the Special Education Alternate	0
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Visual and Performing Arts		

## 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				
By law, the "current expense of education" must be <a href="#">calculated</a> 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. <a href="http://www.ed-data.k12.ca.us">http://www.ed-data.k12.ca.us</a>				
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	\$31,473	\$31,007	\$465	\$53,534
District	N/A	N/A	\$6,713	\$51,222
Percent Difference – School Site and District	N/A	N/A	N/A	4%
State (Average for Unified District)	N/A	N/A	\$5,681	\$66,642
Percent Difference – School Site and State	N/A	N/A	N/A	-24%

### **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
- John 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.

<b>Teacher Salary Schedule - Annual Salary</b>		
<b>Fall River Joint Unified, 2008-09</b>		
	District	Statewide Average for Unified School Districts
<b>Lowest Offered</b>	\$36,025	\$40,322
<b>BA + 60 (Step 10) Offered</b>	\$49,753	\$62,602
<b>Highest Offered</b>	\$67,395	\$80,902
<b>Average Paid</b>	\$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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#).

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).

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

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

No scores shown since the number of students tested is 10 or less.

### **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.

### **District wide Results**

		Grade	Below		Within		Exceeds		Total
			Count	Percent	Count	Percent	Count	Percent	
Abdominal Strength	Curl-Ups	05	13	15.5%	29	34.5%	42	50.0%	84
Aerobic Capacity	20m PACER	05	33	42.3%	45	57.7%	0	0.0%	78
	One Mile Run	05	10	34.5%	19	65.5%	0	0.0%	29
Body Composition	Body Mass Index	05	19	23.2%	62	75.6%	1	1.2%	82
Flexibility	Back-Saver Sit && Reach (Left)	05	6	20.0%	3	10.0%	21	70.0%	30
	Back-Saver Sit && Reach (Right)	05	7	23.3%	5	16.7%	18	60.0%	30
	Shoulder Stretch (Left)	05	30	35.7%	54	64.3%	0	0.0%	84
	Shoulder Stretch (Right)	05	13	15.5%	71	84.5%	0	0.0%	84
Trunk Strength	Trunk-Lifts	05	2	2.4%	82	97.6%	0	0.0%	84
Upper Body Strength	Flexed-Arm Hang	05	9	25.7%	4	11.4%	22	62.9%	35
	Push-Ups	05	29	42.0%	26	37.7%	14	20.3%	69
Abdominal Strength	Curl-Ups	07	18	23.7%	21	27.6%	37	48.7%	76
Aerobic Capacity	One Mile Run	07	37	48.7%	39	51.3%	0	0.0%	76
Body Composition	Body Mass Index	07	21	26.9%	56	71.8%	1	1.3%	78
	Skinfold Measurement	07	3	8.6%	32	91.4%	0	0.0%	35
Flexibility	Back-Saver Sit && Reach (Left)	07	22	42.3%	5	9.6%	25	48.1%	52
	Back-Saver Sit && Reach (Right)	07	20	38.5%	6	11.5%	26	50.0%	52
	Shoulder Stretch (Left)	07	16	42.1%	22	57.9%	0	0.0%	38
	Shoulder Stretch (Right)	07	16	42.1%	22	57.9%	0	0.0%	38
Trunk Strength	Trunk-Lifts	07	7	9.0%	71	91.0%	0	0.0%	78
Upper Body Strength	Flexed-Arm Hang	07	0	0.0%	1	100.0%	0	0.0%	1
	Modified Pull-Ups	07	0	0.0%	1	100.0%	0	0.0%	1
	Push-Ups	07	20	27.0%	35	47.3%	19	25.7%	74
Abdominal Strength	Curl-Ups	09	13	14.0%	51	54.8%	29	31.2%	93
Aerobic Capacity	One Mile Run	09	39	44.8%	48	55.2%	0	0.0%	87
	Walk Test	09	0	0.0%	1	33.3%	2	66.7%	3
Body Composition	Body Mass Index	09	27	29.0%	66	71.0%	0	0.0%	93
	Skinfold Measurement	09	5	11.4%	39	88.6%	0	0.0%	44
Flexibility	Back-Saver Sit && Reach (Left)	09	16	31.4%	12	23.5%	23	45.1%	51
	Back-Saver Sit && Reach (Right)	09	16	31.4%	14	27.5%	21	41.2%	51
	Shoulder Stretch (Left)	09	17	34.0%	33	66.0%	0	0.0%	50
	Shoulder Stretch (Right)	09	14	28.0%	36	72.0%	0	0.0%	50
Trunk Strength	Trunk-Lifts	09	9	9.7%	84	90.3%	0	0.0%	93
Upper Body Strength	Push-Ups	09	21	23.6%	53	59.6%	15	16.9%	89



## 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](#).

*This school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.*

### **Fall River Joint Unified School District Level Data**

State Accountability: Academic Performance Index (API)
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Number of Students Included in the 2010 Growth API		2010 Growth	2009 Base	2009-10 Growth
778		780	747	33

### **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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	N/A	Yes
Graduation Rate	N/A	No

### **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.

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	No in PI	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		1%

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## **SCHOOL COMPLETION AND POSTSECONDARY PREPARATION**

The staff works with students and families to design educational programs that prepare students with disabilities for life after leaving school. Desired results are improved academic and functional achievement that will offer students choices in adult life including continued education, employment, and the ability to assume adult roles.

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## **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.