

Burney Junior-Senior High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Burney Junior-Senior High School
Street	37571 Mountain View Rd
City, State, Zip	Burney, CA 96013
Phone Number	530-335-4576
Principal	Ray Guerrero
E-mail Address	rguerrero@frjusd.org
Web Site	http://www.frjusd.org
CDS Code	45699894531000

District Contact Information	
District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
E-mail Address	ghawkins@frjUSD.org
Web Site	http://www.frjUSD.org

School Description and Mission Statement (School Year 2018-19)

Burney Junior- Senior High School serves students in seventh through twelfth grades. 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 and positive environment

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	56
Grade 8	46
Grade 9	46
Grade 10	31
Grade 11	33
Grade 12	35
Total Enrollment	247

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	10.9
Asian	0.4
Filipino	0.4
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.0
White	58.7
Socioeconomically Disadvantaged	59.5
English Learners	2.8
Students with Disabilities	20.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	15	15	68
Without Full Credential	0	1	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2010 Adoption Holt, Rinehart and Winston/Holt Literature and Language Arts for Grade 7-8 Holt, Rinehart and Wonston/Holt Literature for Grades 9-12 ERWC 7-12 Bedford/st. Martin's AP English-Everything's an Argument	Yes	0
Mathematics	2014 Adoption CPM Educational Programs Core Connections, Courses 2 and 3 (Grades 7 & 8) 2014 Adoption CPM Educational Programs Core Connections Integrated 1,2 & 3 (Grades 9-12) Precalculus with Trigonometry 2007 Adoption Prentice Hall Precalculus	Yes	0
Science	2007 Adoption Prentice Hall Conceptual Physics, Chemistry Holt Earth Science Glencoe McGraw Hill: CA Series Grades (7-8) Physical Science, Life Science	Yes	0
History-Social Science	2018 Adoption McGraw Hill 2019 Geography and US History (7-11) Principals of Economics (12) Principals of American Democracy (12)	Yes	0
Foreign Language	2004 Adoption Prentice Hall Realidades McDougal Little Abriendo Puertas	Yes	0
Health	Glencoe/McGraw Hill Teen Health and Sexuality	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings

Burney Jr. Sr. High School opened in 1969 and underwent modernization under Measure J which was approved by the voters in 2004.

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire Extinguishers needed in Ag Compound
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Parking Lot

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	31.0	43.0	38.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	23.0	31.0	35.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	115	96.64	31.30
Male	68	66	97.06	24.24
Female	51	49	96.08	40.82
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	30	93.75	33.33
White	68	67	98.53	34.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	77	95.06	24.68
English Learners	--	--	--	--
Students with Disabilities	20	18	90.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	116	96.67	23.28
Male	69	67	97.1	25.37
Female	51	49	96.08	20.41
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	30	93.75	13.33
White	69	68	98.55	26.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	78	95.12	16.67
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Burney Junior Senior High School offers technical and vocational classes, and career exploration programs to help students prepare for college and career opportunities. Burney Junior Senior High School is in the process of developing Career & Technical Education (CTE) pathways in Agriculture, computer technology and industrial technology. Students have access to the College to Career (CTC) Center on campus. Students can use the CTC Center to apply for colleges, universities, and technical schools, complete FAFSA applications, meet with career, college, and military representatives, and explore post-secondary opportunities. Students receive assistance in the CTC Center from the district academic counselor.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	53
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	52.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	17.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.2	36.7	24.5
9	23.1	28.2	20.5

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

We are committed to communicating with and engaging parents as partners in their children's education. Beginning in the 2015-2016 school year, teachers have been documenting all communication with parents and communication has increased through the use of email. We believe that parents play very important roles at Burney Junior-Senior High School 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 and interested citizens have the opportunity to be involved in School Site Council, Boosters Club, and various annual events. Parents who wish to participate in the School Site Council, school activities, or become a volunteer may contact the school office.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	9.1	3.8	3.4	14.8	14.6	8.1	10.7	9.7	9.1
Graduation Rate	90.9	96.2	96.6	82.7	80.9	86.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.6	100.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	66.7	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	0.0	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.2	0.0	12.1	8.0	0.0	7.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Burney Junior-Senior High 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. The school 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. In addition, at the beginning of the 2018-2019 school year, all District employees participated in the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Basic Training Certification with a "live" drill following. ALICE teaches how students and staff can most effectively respond to an Active Shooter situation. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	16	3		12.0	15	4		12.0	17	3	
Mathematics	13.0	16	3		11.0	21	3		12.0	18	3	
Science	12.0	15	1		13.0	12	3		16.0	8	5	
Social Science	10.0	20	1		12.0	15	4		11.0	19	4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	242.0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.11	N/A
Social Worker	0	N/A
Nurse	.11	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1	N/A

Note: Cells with N/A values 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9855.0	\$1014.0	\$8840.0	\$59914.0
District	N/A	N/A	\$9190.0	\$58,130
Percent Difference: School Site and District	N/A	N/A	-3.9	3.0
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	21.5	-6.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,979	\$42,990
Mid-Range Teacher Salary	\$69,989	\$61,614
Highest Teacher Salary	\$78,481	\$85,083
Average Principal Salary (Elementary)	\$100,116	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$110,923	\$106,243
Superintendent Salary	\$161,478	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All courses	2	4.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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, with added training on meeting the needs of the "whole student." Student equity is also emphasized. with added training on meeting the needs of the "whole student." Student equity is also emphasized. Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings