Burney Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Burney Elementary School
Street	37403 Toronto Avenue
City, State, Zip	Burney, CA 96013
Phone Number	530-335-2279
Principal	Tara Aderman
Email Address	taderman@frjusd.org
School Website	https://frjusd-bes.ss12.sharpschool.com/
Grade Span	K-6
County-District-School (CDS) Code	45699896050272

2025-26 District Contact Information

District Name	Fall River Joint Unified School District
Phone Number	(530) 335-4538
Superintendent	Morgan Nugent
Email Address	mnugent@frjusd.org
District Website	http://www.frjusd.org

2025-26 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

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

2025-26 School Description and Mission Statement

school life, academic, social, co and extracurricular.

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 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

At Burney Elementary, our focus will be to ensure that:
· every child, every day is connected,
· every child, every day is being challenged by new learnings and experiences,
·and every child, every day knows they have a champion they can turn to.

BES is truly a special place. As we begin our launch of our new school year, we ask that you continue to stay involved by bringing positivity, energy and creativity to our school as we continue to strengthen our programs. Our stakeholders are our greatest strength and greatest resource. Together, we can drive BES and our mission even further. To those of you who are new to BES, the entire school welcomes you to a very special community. Our school is a place where children come to learn and a place they feel special.

Burney Elementary wants to push the boundaries of TK - 6th Grade education by harnessing the power of high impact actions and strategies to advance learning and teaching. Your Jr. Raiders will be expected to engage in reading, writing, discussing, critical thinking, problem solving and hands-on learning. The vast majority of learning occurs in the classroom with the teacher and classmates. Students will collaborate, communicate, think, experiment, and reflect throughout each day. Our commitment to hands-on, tactile, kinesthetic future based learning develops students' critical thinking, problem solving, motivation, communication and cooperation.

Burney Elementary is a leader in technology with a 1:1 ratio of students to web-enabled devices. Students have daily access to Chromebooks in the classroom where each teacher has a Chromebook cart filled with a class set of Chromebooks. This level of on-demand access allows teachers to fully integrate academic collaborative and productivity tools, providing opportunities that extend and enrich learning opportunities. Students build foundational reading skills through daily use of Lexia, as well as refine their reading and math skills with IXL lessons and diagnostics. With this level of access, Burney Elementary teachers are able to provide targeted interventions for students based on their performance on the various web applications. In addition, teachers are able to accurately level their students for the intervention, and demonstrate growth over time.

We will create, celebrate and innovate because our children deserve the very best.

There are no limits on learning at Burney Elementary!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	79
Grade 1	40
Grade 2	52
Grade 3	52
Grade 4	48
Grade 5	38
Grade 6	40
Total Enrollment	349

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	15.5
Asian	0.6
Black or African American	0.6
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.4
White	61.3
English Learners	2
Socioeconomically Disadvantaged	61.9
Students with Disabilities	14.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.1	87.62	53.9	82.23	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.7	1.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.4	6.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	1.3	11953.1	4.28
Unknown/Incomplete/NA	2	12.38	5.5	8.46	15831.9	5.67
Total Teaching Positions	16.1	100	65.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	93.51	51.6	80.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.18	4.5	7.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.25	1.3	2.12	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.6	8.76	14303.8	5.15
Total Teaching Positions	16.1	100	64.1	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.8	88.81	51.7	75.16	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.59	8.1	11.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.5	3.68	12112.8	4.34
Unknown/Incomplete/NA	1	5.59	6.3	9.29	13705.8	4.91
Total Teaching Positions	17.8	100	68.7	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2018 Adoption Cengage Learning REACH by National Geographic Learning (K-6) Mystery Writing UFLI Lexia	0
Mathematics	2014 Adoption Houghton Mifflin Harcourt CA Math Expressions Common Core (K-6) IXL	0
Science	2021 Adoption CA Elevate Mystery Science	0
History-Social Science	2018 Adoption Studies Weekly (Online) (TK-6)	0
Foreign Language	N/A	
Health	TK-6 Character Strong Choose Well Curricula	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection
To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. 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.

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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	X	Playgrounds have new surfacing under kindergarten play structure. Asphalt has cracks. Need to address them in the summer of 2026. Fencing around the front of the school would provide additional safety.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	34	35	40	47	48
Mathematics (grades 3-8 and 11)	21	30	24	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	172	97.18	2.82	34.30
Female	74	73	98.65	1.35	41.10
Male	103	99	96.12	3.88	29.29
American Indian or Alaska Native	30	29	96.67	3.33	31.03
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	27.27
White	104	101	97.12	2.88	36.63
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	92	94.85	5.15	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	8.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	173	97.74	2.26	30.06
Female	74	74	100.00	0.00	29.73
Male	103	99	96.12	3.88	30.30
American Indian or Alaska Native	30	29	96.67	3.33	20.69
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	104	101	97.12	2.88	34.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	93	95.88	4.12	26.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.29	36.84	16.94	24.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00	0.00	36.84
Female	16	16	100.00	0.00	50.00
Male	22	22	100.00	0.00	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	40.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	97.3	97.2	97.2	91.3
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

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 regarding the school district and at each school site.

2025-26 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, Raider Parent Committee, Positive Behavior Interventions and Support Committee (PBIS), and Indian Parent Council. We also encourage advisory committees, various events, and as classroom volunteers.

Beginning with Back-to School night, which is held annually, parents are invited to visit the school and observe the many activities available for students. Being part of a small community, Burney Elementary is a focal point and center for students, their parents and the community.

Communication between school and home is made using several methods, including the Automated Caller System, District and School websites, our District App, emails, text messaging, facebook and instagram pages, bulletins, school mailings, and the weekly family newsletter.

As a recipient of a two-year Planning Grant from the California Department of Education (CDE), BES has received a grant as a "Community School" within the California Community Schools Partnership Program (CCSPP). A pillar of the Community School program is to support active family and community engagement. As a Community School, BES will begin the process of offering Family Math Nights where parents/guardians, family members, and community members can engage with their children in math literacy. Please contact Burney Elementary's Community School Coordinator, Amber Estes, at (530) 335-2279 or aestes@shastacoe.org, if you would like to learn more about the California Community Schools Partnership Program and additional opportunities for parent/guardian and community partnerships.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	370	112	30.3
Female	168	165	54	32.7
Male	214	205	58	28.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	64	61	18	29.5
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	68	20	29.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	13	3	23.1
White	227	221	68	30.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	17	13	76.5
Socioeconomically Disadvantaged	253	246	91	37.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	61	22	36.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.07	2.12	6.28	12.28	8.74	9.91	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.08	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.28	0.00
Female	1.19	0.00
Male	10.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.13	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. In addition, at the beginning of the 2022-2023 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK				0
K	22	1	2	0
1	7	6	2	0
2	23	0	2	0
3	20	2	0	0
4	19	12	0	0
5	20	12	0	0
6	14	11	6	0
Other	9	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	20	1	0	0
K	20	2	0	0
1	27	0	2	0
2	27	0	1	0
3	22	0	2	0
4	18	11	1	0
5	20	12	0	0
6	18	12	0	0
Other	11	5	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	16.5	2	0	0
K	21	1	1	
1	8	5		
2	12	4		
3	16	1	2	
4	23		12	
5	17	12		
6	18	7	6	
Other	10	4		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,543.85	$2,033.92	$5,509.93	$67,069.00
District	N/A	N/A	$3,764.21	$74,235
Percent Difference - School Site and District	N/A	N/A	37.6	-2.6
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-64.6	-15.9

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,632	$54,773
Mid-Range Teacher Salary	$74,020	$78,981
Highest Teacher Salary	$100,132	$117,337
Average Principal Salary (Elementary)	$136,435	$128,425
Average Principal Salary (Middle)		$137,947
Average Principal Salary (High)	$143,742	$138,809
Superintendent Salary	$50,655	$176,162
Percent of Budget for Teacher Salaries	25.95%	24.71%
Percent of Budget for Administrative Salaries	4.37%	5.91%

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, English Language Development, mathematics, science, and history-social studies, 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 to coach teachers to improve instructional practices.

Additionaly we have monthly training for English Language Development, Trauma Informed Practices and Instructional Practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3