



# Burnt Ranch Elementary School

251 Burnt Ranch School Road • Burnt Ranch, CA 95527-0039 • (530) 629-2543 • Grades K-8

Kathleen Graham, Principal

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www.bresd.org

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Burnt Ranch Elementary School District**

251 Burnt Ranch School Road  
Burnt Ranch, California  
(530) 629-2543  
www.bresd.org

#### **District Governing Board**

Cyn Van Fleet

Katherine Bauer-Helwig

James King

Sarah Brown

Dena Magdaleno

#### **District Administration**

Kathleen Graham  
Superintendent

### **School Description**

Burnt Ranch School is committed to providing a balanced quality education in a safe learning environment for our students, staff, and community. We believe in dignity and respect for everyone at Burnt Ranch School.

Burnt Ranch Elementary School District is a one-school district, serving Transitional Kindergarten through eighth grade. We are located in a rural part of western Trinity County in Northwestern California. The Burnt Ranch community has approximately 350 inhabitants. Many of our students also reside in the Hawkins Bar, Salyer and Willow Creek communities, which are up to twenty miles from our school site. We have strong community support with dependable parent involvement. Our community strengths also include our extended families, alumni, small businesses and farms, river sports, and a beautiful area in which to live. Stores and basic services are mostly located across the county line, in Humboldt County.

Our enrollment is 87 students in the 2019-20 school year. Student-to-teacher ratio for Kindergarten through grade eight averages 13:1. The school has grown from a one-room schoolhouse in 1895 located near a Chimariko Indian village and the historic Pony Express Trail, to the present facility which was originally built in 1962 and 1987 but has now been rebuilt with final completion in 2019. The campus includes a 2.5-acre playing field, with a track, baseball diamond, soccer area, basketball courts and a playground. Picnic tables in the sun and under a shade structure offer an outdoor lunch space during warm weather.

Burnt Ranch School has a 21st Century learning program with technology integration in every classroom. Each class has a set of iPads and/or chrome books with a student to device ratio averaging 1:1; one or more laptop or desktop computers; a Smart Board; projector; and document camera. Students use technology for differentiated instruction, assessment, research, collaboration, learning common applications for success in the digital world, and for digital projects that demonstrate mastery of both content and skills in core-curriculum. A Technology Specialist supports teacher use of technology for instruction.

The school offers an after-school program until 5:00 pm each day with supplemental education services and enrichment activities for all students. Homework help and a healthy snack are provided every day. Students also participate in activities such as art, music, volleyball, soccer or basketball, cooking class, biking, STEAM projects, theater, and gardening. We provide academic intervention services, both during and after school, for students scoring below proficiency on state or district benchmark assessments.

We have a dynamic Indian Education program that contributes a cultural context to our program. Throughout the school year, a variety of Native culture activities and demonstrations take place at the school. Native students are offered supplemental academic support when needed.

Burnt Ranch School is a friendly community of learners with a positive school climate and daily demonstration of respect for all members of the community, the facility, and the surrounding environment.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	7
Grade 2	10
Grade 3	6
Grade 4	11
Grade 5	8
Grade 6	12
Grade 7	10
Grade 8	11
Total Enrollment	84

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	23.8
Hispanic or Latino	26.2
White	38.1
Two or More Races	11.9
Socioeconomically Disadvantaged	77.4
Students with Disabilities	7.1
Homeless	3.6

## 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

Teacher Credentials for Burnt Ranch	17-18	18-19	19-20
With Full Credential	9	7	7
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burnt Ranch	17-18	18-19	19-20
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Burnt Ranch Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)**

Burnt Ranch School has purchased state adopted and/or standards-based materials to use in all the classrooms. A complete set of state standards-aligned mathematics curriculum grades K-8 was implemented in the 2015 school year. A complete set of state standards-aligned English/Language Arts curriculum grades K-8 was implemented in the 2017-18 school year. State standards aligned History-Social Science was implemented in the 2018-19 school year. All classes have been piloting the StemScopes NGSS curriculum. Teachers and instructional staff are regularly researching and implementing standards-based materials for all subject areas.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 12/19**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin CA Reading 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton-Mifflin Math in Focus-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Scott-Foresman California Science-2009; Pearson PrenticeHall-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	National Geographic Learning-2018; Studies Weekly-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Variety of standards-based curricula The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Variety of standards-based curricula The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Burnt Ranch School consists of a main classroom building and a multipurpose gym/cafeteria. All buildings were rebuilt or remodeled in 2019.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: 11/21/19**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All buildings and infrastructure are new.
<b>Interior:</b> Interior Surfaces	Good	All buildings and infrastructure are new.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	All buildings and infrastructure are new.
<b>Electrical:</b> Electrical	Good	All buildings and infrastructure are new.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	All buildings and infrastructure are new.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All buildings and infrastructure are new. Grounds are maintained for fire safety.
<b>Structural:</b> Structural Damage, Roofs	Good	All buildings and infrastructure are new.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All buildings and infrastructure are new. Most of playground is new. Fences are new or in good condition.
<b>Overall Rating</b>	<b>Exemplary</b>	Campus and buildings rebuilt in 2019.

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	58	44	58	50	50
Math	26	42	26	42	38	39

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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00	58.18
Male	28	28	100.00	42.86
Female	27	27	100.00	74.07
American Indian or Alaska Native	16	16	100.00	50.00
Hispanic or Latino	13	13	100.00	61.54
White	24	24	100.00	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	57.50
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00	41.82
Male	28	28	100.00	35.71
Female	27	27	100.00	48.15
American Indian or Alaska Native	16	16	100.00	25.00
Hispanic or Latino	13	13	100.00	53.85
White	24	24	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	42.50
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

## 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 2019-20)

At Burnt Ranch School, we recognize that parents/guardians are their children's first and most influential teachers and that parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents can be involved in many ways at our school such as volunteering in the classroom, fundraising for school field trips, helping in the after school program, volunteering to teach a special subject, or coaching a school sport. Parents are invited to become LCAP Advisory Committee members, attend other school advisory meetings, be part of the Indian Education Parent Committee, or join the PTO. We regularly provide opportunities for parents to join in events at BRS, such as our school-wide assemblies, Back to School Night, the annual Art Show, music and drama performances, Family Nights, parent conferences, and special occasions such as the Harvest Festival, classroom celebrations, the annual Mt. Shasta snow trip, and the end of year Beach & Kayak day. We encourage Love and Logic parent training so that more parents can learn the philosophy and strategies that our staff uses to successfully support positive student behavior.

### 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.

### School Safety Plan

Burnt Ranch School has an up-to-date School Safety Plan developed by staff, administration, parents, and community members and approved by the School Site Council/Safety Committee (1/28/19) and Board of Trustees (2/14/19) each year. Drills for fire, evacuation, earthquake, and lockdown are conducted to ensure that all staff and students are familiar with and ready to carry out all emergency procedures at any time of the day and during any school activity.

All buildings have been replaced or remodeled on the campus, with a new fire alarm system and an intercom/clock/bell system. Phones in every classroom have intercom capabilities for safety announcements and a school set of radios was purchased in 2013 for communication across the site. Visitors and volunteers must check-in and out at the school office. Staff will question anyone who comes on site who is unknown to the school community. We have a fire safe school site with collaboration from the Trinity County Fire Safe Council, CalFire and the USFS. The School Safety Plan is reviewed, updated, and discussed with the school staff annually, and information about safety is included in the Student/Parent Handbook.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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)	.6
Other	1.6

\* 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	5	2			6	2			5	2		
1	10	1			10	1			7	1		
2	11	1			5	1			10	1		
3	9	1			12	1			6	1		
4	12	1			9	1			11	1		
5	10	1			10	1			8	1		
6	15	1			10	1			12	1		
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Professional Development at Burnt Ranch School District is driven by student data and education trends. Recent professional development opportunities have focused on Common Core State Standards implementation, Technology and 21st century learning, Response to Intervention, Performance Assessment implementation, and Love & Logic strategies as well as health and safety topics. Data and qualitative analysis guide evaluation of progress in implementing new strategies or curriculum. Staff attend workshops, conferences and collaborations off-site yearly through County and State consortiums and professional organizations. Targeted Professional Development also occurs on-site at least four days per year. In addition, regular PLC and collaboration meetings offer teachers an opportunity to work together on implementation and refinement of new skills, strategies and content. Regular principal-teachers and principal-classified staff meetings allow for additional collaboration, planning, support, mentoring and reflective practice. One teacher was part of a year-long math professional development project led by Shasta County Office of Education, and is now part of a county-wide Math team. Another teacher is progressing towards Google Teacher certification. Throughout the 2018-19 and in the 2019-20 school year, two teachers have been working with a Math Mentor. They meet with her, regularly both remotely and on-site. From January 2018 until June 2020, one teacher is an intern in the CalStateTEACH Program.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	31%
Administrative Salaries	11%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	\$5,599	\$6,927	\$51,889
District	N/A	N/A	\$6,927	\$51,889
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	-8.0	-22.3

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

Burnt Ranch School provides a well-rounded program with a technology-infused and 21st century skills-based core curriculum, as well as specialized Art, Music and PE instruction. We identify and serve students with increased academic need through our curriculum-based Response-to-Intervention model. All students receive differentiated instruction in the regular classroom, and students identified as medium or high academic risk receive individualized and small group tutoring both during school hours and with wrap around supplemental educational services through our ASES After School Program.

## 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).

## 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.