



# Burrel Union Elementary School District

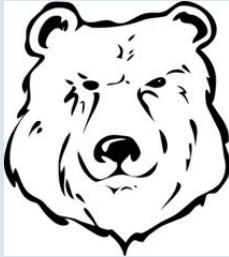
16704 S. JAMESON AVE • RIVERDALE, CA 93656 • 5598665634 • Grades K-8

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



### **Burrel Union Elementary School District**

16704 S. JAMESON AVE  
RIVERDALE, CA 93656  
5598665634  
www.burrel@k12.ca.us

#### **District Governing Board**

Christina Rollin  
**President**

Brenda Maddox  
**Clerk**

Gerald Leoni  
**Member**

Juan Valencia  
**Member**

Juan Garcia  
**Member**

#### **District Administration**

Elizabeth Runyon  
**Superintendent**

Elizabeth Runyon  
**Principal**

### **School Description**

Burrel Elementary School is a single rural school district which serves K-8 elementary. Although we experienced a change in Superintendents, we continue to keep our focus on supporting our students through their educational journey. Curriculum is focused on meeting common core state standards in English language arts, mathematics, social studies and science. The school supports cultural awareness on a daily basis through its diverse literature selections, parent involvement, and a strong emphasis on the importance of individual differences.

During the 2018-19 school year, 119 K-8 grade students were enrolled at the school, with classes arranged on a traditional schedule.

The majority of our students are enrolled in our after-school program which provides a safe place to get homework support and participate in a variety of enrichment that includes activities in nutrition, academics and recreation.

During the 2019-20 school year, Burrel plans to continue to provide our students with engaging lessons that utilize the 21st century skills of collaboration, creativity, critical thinking and problem-solving across all content areas of learning. Our small class sizes provide students with the support of small-group instruction opportunities. Our students will be prepared for their futures in college and career readiness.

Mission Statement: Our Students will make a Better World.

## 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	14
Grade 1	12
Grade 2	8
Grade 3	14
Grade 4	21
Grade 5	14
Grade 6	15
Grade 7	14
Grade 8	10
Total Enrollment	122

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.6
Hispanic or Latino	91.8
White	6.6
Socioeconomically Disadvantaged	91.8
English Learners	61.5
Students with Disabilities	9.8
Homeless	7.4

## 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 Burrel Union	17-18	18-19	19-20
With Full Credential	5	5	7
Without Full Credential	5	5	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burrel Union	17-18	18-19	19-20
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Burrel Union Elementary School District

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)**

Burrel Union Elementary held a public hearing on September 3, 2019, and determined that the school had sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers, and a recommendation is made to the school board by a selection committee made up of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. A new ELA/ELD curriculum was adopted in May, 2018.

Burrel Union is in the process of working with our teachers and board members to select and adopt a new Science curriculum. We have not adopted a new Social Science curriculum as of yet. Plans to adopt will be 2020/21 School Year.

**Textbooks and Instructional Materials**

Year and month in which data were collected: 08-20-2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify - Core Knowledge Language Studio K-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Expressions K-5th; Big Ideas 6th-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin K-5th; McDougal Littell 6th-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin K-5th; McDougal Littell 6th-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Burrel Union Elementary was originally constructed in 1912 and was replaced by new buildings starting in 1976. It consists of eight classrooms, a cafeteria, library, staff lounge, parent education center and two playgrounds.

The Superintendent works daily with the Maintenance Director and staff of one full-time and one part-time custodian to ensure that the cleaning of the school is maintained to provide a clean and safe learning environment. The district governing board has adopted cleaning standards for the school. A summary of these standards are available at the district office for review.

Maintenance staff members ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Any deficiency items are noted and are corrected in a timely manner.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Stained Ceiling tiles - will replace as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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	28	24	28	24	50	50
Math	33	27	33	27	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.

### 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	7.1	28.6	7.1
7	21.4	28.6	28.6

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 - 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	92	92	100.00	23.91
Male	46	46	100.00	17.39
Female	46	46	100.00	30.43
Asian	--	--	--	--
Hispanic or Latino	83	83	100.00	24.10
White	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.00	20.24
English Learners	77	77	100.00	23.38
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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.

**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	92	92	100.00	27.17
Male	46	46	100.00	30.43
Female	46	46	100.00	23.91
Asian	--	--	--	--
Hispanic or Latino	83	83	100.00	25.30
White	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.00	25.00
English Learners	77	77	100.00	25.97
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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)

During the 2019-20 school year, Burrel Union Elementary fully implemented our English as a Second Language (ESL) classes for our parents and community members. Due to a variety of work schedules for our parents, we are offering several opportunities to access this course. Courses are held on Tuesdays and Thursday afternoons at 3:00pm, 4:30pm and 6:00pm. Burrel Union Elementary also offers monthly Coffee Hours/Hora de Cafe events to provide opportunities to meet and have coffee with the Superintendent. Burrel Union continues to benefit from our supportive parents who are the link between effective classroom instruction and ongoing student learning. The school has a strong base of parent volunteers who volunteer in classrooms, serve as chaperones on field trips, support raising funds for special projects, and serve on special committees. Parents are also welcomed to join the Parent Teachers Club or be part of our School Site Council. The school also benefits from several community partnerships, including Maddox Dairy, Sweet Haven Dairy, Ingleby Farms as well as other local business.

We have implemented Family Education Nights (two this year). We will be utilizing our Psychologist to provide education for parents in the areas of Social Emotional development and Positive Parenting. Class will be held in the evenings.

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may contact the Burrel Union Elementary School office at (559) 866-5634 or [erunyon@buesd.org](mailto:erunyon@buesd.org).

### 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

The safety of students and staff is a primary concern of Burrel Union Elementary. The school is always in compliance with all laws, rules and regulations pertaining to hazardous-material and state earthquake standards. The School Site Safety plan is reviewed annually and was last reviewed and updated in October 2019, by school administration and our Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year and encompass all the elements required by our Safe School Plan. Students are supervised before and after school by certificated staff, classified staff and the principal. Classified staff members supervise students during lunch. There is a designated area for student drop-off and pickup. Visitors are admitted through a locked front gate and must register in the office.

Our Safety Plan was also reviewed and approved by our School Site Council and English Language Advisory Committee on February 5, 2020.

Burrel Union Elementary has achieved the Gold Level of the Positive Behavioral Interventions and Supports (PBIS). Students at Burrel Union Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Burrel Union Elementary School's positive discipline program is to create a learning environment in which all students have equal access to a high-quality curriculum and all students have an opportunity to achieve at a high level. Parents and students are informed of school rules and discipline policies through the Student Handbook, which is sent home at the beginning of the school year and is written in both English and Spanish.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.7	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.7	1.5
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.

### 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	7	2			8	2			7	2		
1	13	1			8	1			12	1		
2	19	1			13	1			8	1		
3	12	1			18	1			15	1		
4	15	1			13	1			20	1		
5	9	1			15	1			14	1		
6	11	1			12	1			15	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

Burrel Union staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with colleagues. The district has dedicated every Wednesday during the scholastic year as a professional-development day. Students are released at 2:15 p.m., and teachers collaborate from 2:15 p.m. to 4:00 p.m.

During these Wednesday Professional Development Days, our staff engages in ELA/ELD training, Technology training, collaborative lesson planning, and data review. In each endeavor our teachers work as a Professional Learning Community which focuses on each member contributing their expertise for the betterment of the school.

Utilizing our school psychologist, we continue to provide professional development for areas of Social Emotional Learning for all staff including our classified personnel.

**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	25%	31%
Administrative Salaries	6%	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/).

**Types of Services Funded**

In addition to general state funding, Burrel Union Elementary receives state and federal funding for the following categorical funds and other support programs: Migrant Education, State Lottery, Title I, Title II Improving Instruction, After School Education and Safety (ASES) Program grant (after school), Title III Immigrant and English Learner Education, State Instructional Materials Block Grant, Economic Impact Aid, Home to School Transportation, and various local grants.

**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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,518	2,583	9,935	41,796
District	N/A	N/A	9,935	
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	32.9	-40.8

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.