

Burns Valley

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.



Chris Schoeneman

Principal, Burns Valley

About Our School

Dear Parents,

Welcome to the 2016-2017 school year. I am excited about the coming school year and hope you are as well. If you are new to Burns Valley School, let me extend a welcome to our school from our existing staff, students, and parents. It is our desire that your year at Burns Valley be a successful learning experience.

The 16-17 school year brings us further along into Common Core adoption, implementation, adjustment and refinement. We are working on continuing our process of growth and mastery of the Common Core philosophy and approach to education this year. You will also notice a focus both at Burns Valley and in KUSD on the CCSS and technology literacy. A focus for us this year has been to raise our level of academic support available for our students as the expectations rise. We are achieving this by introducing a new after school program that provides enrichment, intervention, and support classes for students 1st through 7th grade, as well as an "elective program" for our 6th and 7th grade students.

Research supports the fact that children do best in school when their parents are involved as part of the educational team. Please take interest in your child's learning and become involved in school. I expect every parent to be a positive and active participant in our classrooms, school activities, and child's education.

Our site has focused on providing a comprehensive academic program that meets the District standards, as well as the Common Core State Standards. We take pride in providing a safe and fair school environment and we collaborate with students, parents, and community members to resolve any issues or problems that arise. My office door is always open to you. If you have any questions or concerns, please feel free to drop in and visit or just call the office to schedule an appointment with me.

We feel we are indeed fortunate to be a part of the Konocti Unified School District and the community of Clearlake. We sincerely hope that, as parents and students, you feel the same pride we do and that we can continue to work together to strive for excellence in education at Burns Valley.

Sincerely,

Chris Schoeneman
Principal

Burns Valley School

Contact

*Burns Valley
3620 Pine St.
Clearlake, CA 95422-6420*

Phone: 707-994-2272

E-mail: Chris.Schoenemen@konoctiusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Konocti Unified
Phone Number	(707) 994-6475
Superintendent	Donna Becnel
E-mail Address	donna.becnel@konoctiusd.org
Web Site	www.konoctiusd.org

School Contact Information (School Year 2016-17)	
School Name	Burns Valley
Street	3620 Pine St.
City, State, Zip	Clearlake, Ca, 95422-6420
Phone Number	707-994-2272
Principal	Chris Schoeneman
E-mail Address	Chris.Schoenemen@konoctiusd.org
County-District-School (CDS) Code	17640226010615

Last updated: 1/27/2017

School Description and Mission Statement (School Year 2016-17)

MISSION STATEMENT

The goal of Burns Valley School is to have a safe friendly atmosphere where students are actively engaged in lessons. We promote life-long learning and help students develop skills for success. Burns Valley School celebrates student accomplishments and sets specific goals to nurture growth. Students, staff, families and community member contribute to the progress and growth of Burns Valley School. Burns Valley uses Common Core State Standard (CCSS) board approved curriculum with the focus on Common Core State Standards. Active instruction with researched based teaching strategies is an essential component in the academic growth of Burns Valley. We emphasize our three rules: Be safe, be respectful, and be responsible.

SCHOOL DESCRIPTION

Burns Valley School is located in Lake County on the shores of beautiful Clear Lake with a stunning view of Mt. Konocti. Lake County is a rural area in Northern California near Napa and Sonoma Counties and a couple of hours away from the San Francisco Bay area and the state capitol, Sacramento. Burns Valley School serves 532 students as a K-7 school and a preschool with 50 students. Burns Valley was originally built in 1934 and houses a historic bell which is rung to begin and end each school year. Burns Valley is a neighborhood school and many of our students live within walking distance of campus.

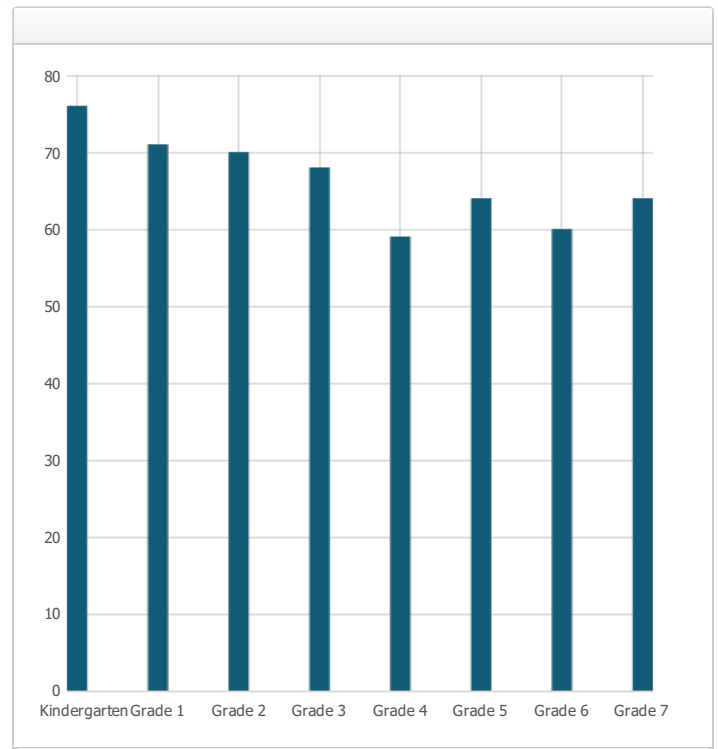
Our school goals focus on ELA, math, our English Learner Students, our Students with Disabilities, and School Climate. Progress on these goals is assessed formally with state testing and informally with district aligned benchmarks. School Climate is measured by suspension/expulsion rates and a survey of students and staff at the end of the year. In our regular day schedule we incorporate a daily 45 minute "RtI" class where all students (1-7) are deployed into intervention support classes, ELD classes, or enrichment classes depending on individual student needs. These "RtI" classes are 4-6 week sessions and follow an assessment procedure for measuring student needs and success and a "redeployment" for the next session after conclusion of the current session. We offer opportunities after school for student enrichment and support with a Robotics Club, an Agriculture Science Program, grade level tutorials, classwork & homework support, and a Yoga Class. Burns Valley has an Academic Counselor 5 days a week to help support our most at-risk and needy students with social curriculum, school incentives and climate improvement, and academic support for students. For the 16-17 school year, technology improvements include new teacher computers, a new computer lab, and over 400+ Chromebooks to support Common Core implementation and Career and College focus.

Burns Valley uses CCSS board adopted curriculum for all subjects. Teaching strategies are research based and designed to offer differentiated instruction to reach all students. Our district works diagnostically to improve students' achievement and meet every students needs. We offer a resource classroom, an SDC-LH classroom to assist academically struggling and learning disabled students, an SDC-BH classroom to assist behaviorally struggling and academically struggling students, and a Healthy Start program to work with families in need.

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	76
Grade 1	71
Grade 2	70
Grade 3	68
Grade 4	59
Grade 5	64
Grade 6	60
Grade 7	64
Total Enrollment	532



Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	3.0 %
Asian	0.9 %
Filipino	0.2 %
Hispanic or Latino	43.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	43.2 %
Two or More Races	6.4 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.3 %
English Learners	23.5 %
Students with Disabilities	10.5 %
Foster Youth	0.6 %

Last updated: 1/27/2017

A. Conditions of Learning

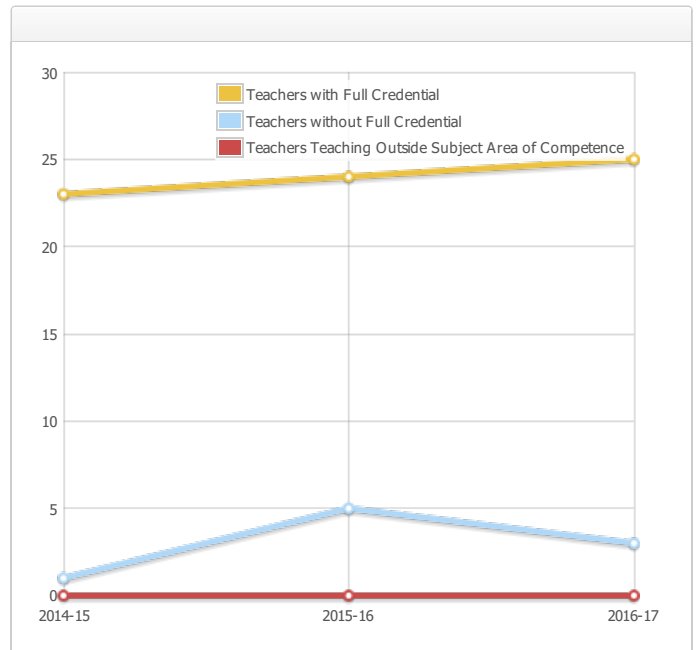
State Priority: Basic

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

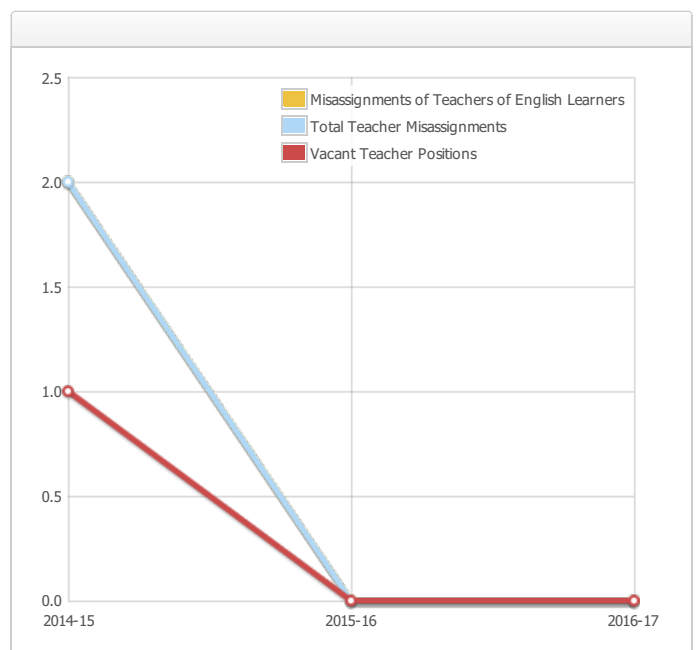
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	24	25	152
Without Full Credential	1	5	3	20
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	1	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.

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	77.0%	23.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/26/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic News Magazines for all of Kindergarten through seventh grades.	Yes	0.0 %
Mathematics	The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by combining one or more instructional resources to each math unit. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned.	Yes	0.0 %
Science	KKUSD CCSS Units of Study , 2014- 2015 Scholastic News Literature CCSS exemplar sets FOSS Kits and textbooks from the prior essential standards state adopted list. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned.	Yes	0.0 %
History-Social Science	Scholastic News magazines for all K - 7 grade. 6 -10 sets of CCSS Exemplars for each grade level at each school site. CCSS units including online resources. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned.	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

The 2016-2017 school year FIT, done in October, 2016 by a district inspector, indicates that the school overall rating for function, condition, and repair is at 91.22%, indicating a "good" school rating. Interior surfaces in some classrooms need repair/maintenance. Work orders are in place to address those this school year. The facilities are able to provide a safe place for students on school grounds and in classrooms before, during, and after school. There is sufficient space for classrooms, playgrounds, and staff. Staff are supported with a newly remodeled office that provides a conference room for meetings, a curriculum room to store materials, hold staff collaboration meetings, and to promote use of lesson planning, material gathering, and prepping. The school is cleaned on a nightly basis and kept in good shape for classes each day.

The District has set the maintenance and upkeep of facilities, especially school campuses, as one of its highest priorities. Although the state allowed districts latitude on the Routine Restricted Maintenance for many years, the district continued to fund this account at the required level of 3%. The district also transferred additional moneys into the Deferred Maintenance Fund to account for major repair, replacement and renovation of facilities.

During 2015 - 2016 the District spent \$1,200,000 in the RRMA and 240,000 Deferred Maintenance Fund with an additional \$1,600,000 on major new buildings and facility renovation. In 2014-15 the district spent \$ 1,893,843 and \$695,550 respectively on maintenance, repair, renovation, improvement and acquisition of facilities.

Remaining focused on the condition of classrooms and campuses, the district has budgeted \$ 1,560,000 (nearly 4% of its General Fund/Def Maintenance Fund totals) and \$1,800,000 of Capital Facility Funding to maintain and improve facilities during the 2016-17 School Year

The successful measure Y Bond passage in November 2016 will allow the district to further enhance opportunities for students improving current facilities.

- **Age of School Buildings** - Burns Valley has 27 classrooms, a cafeteria/gym, library, and office/classroom building. Building ages range from the main office/classroom built in 1936 (historical building) to library and classroom buildings built in 2006.

- **Maintenance and Repair** - KUSD maintenance staff ensures that the necessary repairs to keep the school in good repair and working order are completed in a timely manner. The Burns Valley School facilities are evaluated annually. A process is in place to effectively and efficiently have repairs made as needed during the school year as well.

- **Cleaning Process and Schedule** - the district supports high cleaning standards at Burns Valley. Custodians clean classrooms, restrooms, and facilities daily as provided in their schedule. Custodians work with school administration to address any cleaning issue that might arise that are out of the ordinary

The District has set the maintenance and upkeep of facilities, especially school campuses, as one of its highest priorities. Although the state allowed districts latitude on the Routine Restricted Maintenance for many years, the district continued to fund this account near the prior state required level of 3%. The district also transferred additional moneys into the Deferred Maintenance Fund to account for major repair, replacement and renovation of facilities.

- **Deferred Maintenance Project** - not applicable at this time.

- **Modernization Projects** - not applicable at this time.

- **New School Construction Projects** -ReRoof Project

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No written action taken or planned in the FIT
Interior: Interior Surfaces	Good	No written action taken or planned in the FIT
Cleanliness: Overall Cleanliness,	Good	No written action taken

Pest/Vermin Infestation		No written action taken or planned in the FIT
Electrical: Electrical	Good	No written action taken or planned in the FIT
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	No written action taken or planned in the FIT
Safety: Fire Safety, Hazardous Materials	Good	No written action taken or planned in the FIT
Structural: Structural Damage, Roofs	Good	No written action taken or planned in the FIT
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No written action taken or planned in the FIT

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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Last updated: 1/26/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	18.0%	24.0%	20.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	16.0%	10.0%	13.0%	9.0%	34.0%	36.0%

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.

Last updated: 1/26/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	64	95.5%	15.6%
Male	30	29	96.7%	13.8%
Female	37	35	94.6%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	26	89.7%	7.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	26.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	60	95.2%	13.3%
English Learners	16	14	87.5%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/26/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	56	90.3%	23.2%
Male	29	27	93.1%	14.8%
Female	33	29	87.9%	31.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	28	90.3%	21.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	47	90.4%	25.5%
English Learners	20	19	95.0%	26.3%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.8%	21.3%
Male	34	32	94.1%	18.8%
Female	29	29	100.0%	24.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	27	93.1%	14.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7%	19.0%
English Learners	15	14	93.3%	7.1%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	63	96.9%	9.5%
Male	41	39	95.1%	7.7%
Female	24	24	100.0%	12.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	18.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7%	10.3%
English Learners	18	17	94.4%	--
Students with Disabilities	11	10	90.9%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	67	95.7%	19.7%
Male	42	41	97.6%	19.5%
Female	28	26	92.9%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	25	92.6%	36.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	11.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.5%	21.0%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	7.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/26/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	64	95.5%	17.2%
Male	30	29	96.7%	17.2%
Female	37	35	94.6%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	26	89.7%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	23.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	60	95.2%	15.0%
English Learners	16	14	87.5%	14.3%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/26/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	56	90.3%	1.8%
Male	29	27	93.1%	3.7%
Female	33	29	87.9%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	28	90.3%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	4.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	47	90.4%	--
English Learners	20	19	95.0%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/26/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.8%	13.1%
Male	34	32	94.1%	15.6%
Female	29	29	100.0%	10.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	27	93.1%	3.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	21.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7%	12.1%
English Learners	15	14	93.3%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	63	96.9%	9.5%
Male	41	39	95.1%	10.3%
Female	24	24	100.0%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	14.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7%	8.6%
English Learners	18	17	94.4%	5.9%
Students with Disabilities	11	10	90.9%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/26/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	66	95.7%	7.6%
Male	42	41	97.6%	7.3%
Female	27	25	92.6%	8.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	25	92.6%	16.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	62	95.4%	8.1%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/26/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48.0%	42.0%	26.0%	40.0%	35.0%	31.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	63	61	96.8%	26.2%
Male	34	32	94.1%	28.1%
Female	29	29	100.0%	24.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	29	27	93.1%	7.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	28	28	100.0%	39.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7%	24.1%
English Learners	15	14	93.3%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/26/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 1/26/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

FOR INFORMATION ON HOW TO BECOME MORE INVOLVED AT BURNS VALLEY SCHOOL, PLEASE CONTACT THE PRINCIPAL, MR. SCHOENEMAN AT (707) 994-2272.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Burns Valley has developed a written Title 1 parental involvement policy with input from Title 1 parents. The Burns Valley School Site Council used input from ELAC members, staff, parent surveys, and anecdotal information to develop a policy to invite parental involvement. Burns Valley School posts the parental involvement policy in our School Accountability Report Card, Single Plan for Student Achievement, and includes it in our yearly distribution of our Parent Handbook.

Parents and community members are encouraged to volunteer at Burns Valley School. Burns Valley holds an annual Back to School Night and Open House. Parents receive communication about event through Parent Link call system, newsletters, and regularly updated teacher voice mail. Parents and community members volunteer in the classrooms, on field trips, and campus events. We have an active PTC that is involved in all facets of our school. Our PTC has planned school events and school fundraisers. PTC has funded Accelerated Reader, classroom field trips, school equipment and much more. We encourage and embrace parent and community involvement. Volunteers are welcomed at Burns Valley School.

PARENT INVOLVEMENT POLICY, ACTIVITIES, AND CONTACT INFORMATION

Burns Valley School recognizes that a crucial piece of an effective school is parent involvement. The school and home must work together as a cooperative team in order to see students successfully reach their full potential as scholars and citizens. Research has shown that positive parent involvement and successful collaboration between school and parents as partners contributes immensely to student successes. We believe:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or parent education.
4. Parent involvement with their school is most effective when it is supportive, long-lasting, and well planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in school.

Each year parents will be invited to attend a number of regularly scheduled meetings that are planned for their convenient participation. Parents will be kept informed regarding the progress of the child in the core academic program. Through those meetings, parent will be involved on a continuing basis in the planning, review, and improvement of programs, including the parental involvement policy and the Single Plan for Student Achievement.

The principal and staff will prepare timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status for the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed about student programs, classroom activities, and school events in an ongoing fashion. A hard copy of this school's SARC is available online for printing or a copy may be requested at the school site and provided.

Specifically - parent involvement discussion, use of Title I funds & requirements, parent input/participation/feedback, and other timely information is given out at Kindergarten Round-Up, Back to School Night, ELAC meetings, and Open House. This is further supported by ongoing parent meetings the first Friday of each month and Parent Teacher Club meetings held the first Wednesday of the month. These ongoing monthly meetings give the school and parents opportunity to participate, update, review, share, and discuss ideas, issues, and success at the school.

General Parent Events & School Committees

- Back to School Night
 - Open House
 - Monthly Award Assemblies
 - CCSS Testing Award Night
 - School Site Council (SSC)
 - English Language Advisory Council (ELAC)
- #### Individual Student Meetings
- Parent Conferences
 - Student Study Team meetings (SST's)

- Special Education IEP meetings
 - Student Attendance/Tuancy meetings (SARB)
- Communication
- Monthly Newsletter
 - Parent/Student Handbook
 - District & School websites
 - Marquee Announcements
 - Progress Reports & Report Cards
 - Connect Ed telephone calls
 - Campus Bulletin Boards

Volunteer Opportunities

- Classroom Assistant
- Student Tutoring
- Parent-Teacher Club
- Agriculture Science Club/Robotics Club
- Field trip Chaperone
- Field Day Volunteer
- Dr. Seuss Birthday Celebration Reader
- Parent Teacher Club

Again, If you would like more information about our policy or the meetings/activities listed above, please stop by the office or call the principal at (707) 994-2272.

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT - BURNS VALLEY SCHOOL 2016-2017

Our Goals for Student Achievement

District Goals

By June 2017, all students will be at grade level or higher in both reading and math.

We will get there by:

1. Increasing each student's fluency and understanding in reading across all grade levels as demonstrated on the Common Core State Standards performance tasks will improve from the first trimester to the third trimester to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a "B" average on an A-F scale for grades 4-8.

2. Increasing each student's competency in math computation, word problems and number operations across all grade levels as demonstrated on the Common Core State Standards performance tasks will improve from the first trimester to the third trimester to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a "B" average on an A-F scale for grades 4-8.

3. The B.E.L.I.E.V.E. After School Program (ASES) is available to all students grades K to 7 each school day from the end of the regular school day until 6:00 pm. The after school program academic opportunities include intervention classes, homework/study classes, enrichment classes, electives, and other activities for student engagement and support. This program is free to all Burns Valley students and is designed to support both students and parents. Regular school rules and procedures apply for conduct, expectations, and safety. Students are provided a meal/snack daily and there is a late bus to assist in transporting students home.

School Goals

By June 2017, all students will be at grade level or higher in both reading and math. Our data shows the need to focus on the Common Core Standards in ELA and Math. We will get there by:

1. In ELA - Increasing the proficiency level on the Common Core State Standards performance tasks to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a "B" average on an A-F scale for grades 4-7, from the first to the third trimester. On the CAASPP students will grow 5% - 10% in grades 3-7. In grades K-2, students will meet identified goals and target as measured by the Early Literacy.

2. In Math - Increasing the proficiency level on the Common Core State Standards performance tasks to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a "B" average on an A-F scale for grades 4-7, from the first to the third trimester. On the CAASPP students will grow 5% - 10% in grades 3-7.

Teachers, Parents, Students – Together for Success

Teachers

I understand the importance of the school experience to every student and my role as educator and model. Therefore I agree to carry out the following responsibilities to the best of my ability:

- Teach essential skills and concepts to your child.

- Strive to address the individual needs of your student.
- Communicate with you regarding your student's progress through the use of conferences, weekly folders, report cards, phone calls and letters home.
- Provide a safe, positive and healthy learning environment for your student.
- Evaluate and return appropriate work in a timely manner.
- Communicate homework, class work and behavior expectations.

Students

I realize that my education is important. I know I am the one responsible for my own success, and I must work hard to achieve it:

- Take my Wednesday weekly student folder home and/or my daily reading/math folder home.
- Return completed homework on time.
- Be responsible, a good citizen, and take responsibility for my own behavior, and follow school rules.
- Be a cooperative learner.

Parents

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability.

- Support my child in the completion of his/her homework.
- Review all school communications and sign and return important documents promptly.
- Attend Back-to-School Night, Parent/Teacher Conferences, Open House and other school events.
- Require my child to engage in reading activities for at least 20 minutes every day.
- Provide a quiet place/time for my student to do homework.
- Support the school's/district's homework, discipline and attendance policies.
- Make sure my child is ready to learn by having adequate sleep, a healthy diet, appropriate health care and by being clean.
- Consult with staff about my child.
- Volunteer and/or support school activities.

Parent Meetings and Events

- Back to School Night
- Monthly Student of the Month/Citizenship Assemblies
- ELAC
- Individual Grade Level Presentation Nights
- Open House

Small Group Meetings Relating to Individual Students

- Parent/Teacher Conferences
- Individual Education Plan (IEP) meeting for students in Special Education
- Student Study Team (SST) meetings
- Meetings requested by parents or staff

Parent Groups that meet regularly

- School Site Council (SSC)
- Parent/Teacher/Community Association
- English Learner Advisory Committee (ELAC)

Volunteering Opportunities

- Student Tutoring
- Classroom volunteers/visitations
- After School Clubs (Agriculture Science Club, Robotics Club)
- Field trip Chaperones
- Common time supervision (recesses and lunch)

* Parent involvement refers to the efforts of any caregiver who has a responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, step-parents, etc.

Jointly Developed

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. This compact will be reviewed at our next

parent meeting to get parent, student and teacher input into the language and design of the compact. Meetings will be held each year by staff, SSC, and ELAC to review the Compact and make changes based on student needs where childcare and transportation may be provided as needed. Parents, students and teachers can contribute comments at any time. Parent surveys are sent out to all parents at the end of each school year. Included in the surveys are suggestions as to what dates/times are most convenient for parents. The compact will be provided in the parent's first language.

Building Partnerships

If you would like to volunteer, participate and/or observe in the classroom, please contact the principal, Mr. Schoeneman, at (707) 994-2272

Communication about Student Learning

Burns Valley School is committed to frequent two-way communication with families about student learning. Some of the ways you can expect us to reach you are:

- Weekly homework and information folders.
- Parent Teacher Club Meetings
- Monthly newsletters.
- Parent/Teacher conferences twice per year.
- Conference with teachers available as needed.

Buidling Capacity

The Burns Valley principal, assistant principal, curriculum coach, and teachers will assist parents in understanding academic content and achievement standards and assessments, and how to improve the achievement of their children during parent conferences, Back-to-School Night or anytime at parent request. During these events, the staff will provide materials and training to help parents work with their children to improve their children's achievement. Burns Valley works to educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. The school will coordinate and integrate parental involvement with other programs and conducts activities that encourage and supports parents in more fully participating in the education of their children. Pomo School will distribute information related to school and parent programs, meetings, and other activities to the parents in a format and to the extent practicable, in a language the parents understand. The school will provide other reasonable support for parental involvement activities as parents may request.

Accessibility

Burns Valley School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required in a format and, to the extent practicable, in a lanague that the parents understand.

A hard copy of this school's SARC is available online for printing or a copy may be requested at the school site and provided at no cost.

State Priority: Pupil Engagement

Last updated: 1/27/2017

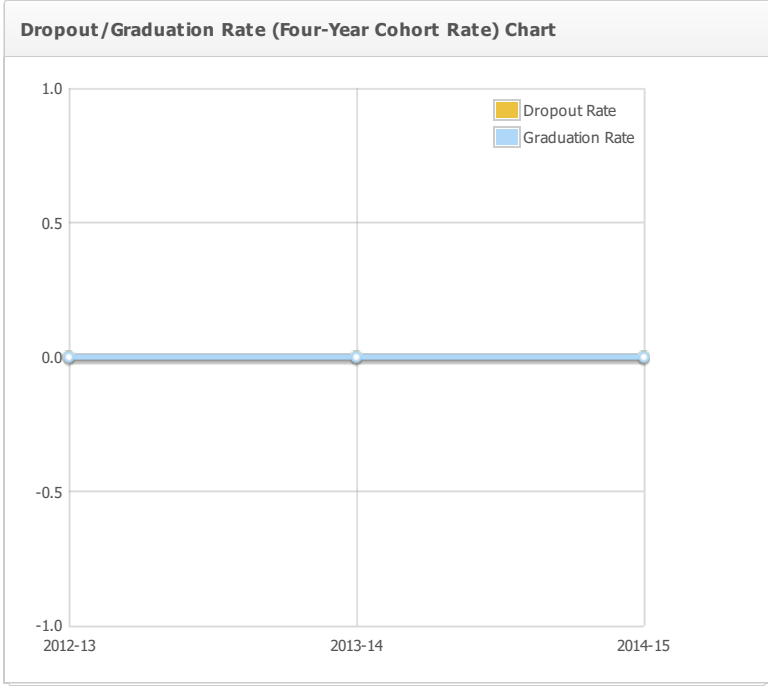
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and

- High school graduation rates

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	85.70	81.50	70.00	80.44	80.95	82.27



Last updated: 1/27/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	81	85
Black or African American	--	78	77
American Indian or Alaska Native	--	83	75
Asian	--	67	99
Filipino	--	0	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	0	85
White	--	81	87
Two or More Races	--	65	91
Socioeconomically Disadvantaged	--	80	77
English Learners	--	71	51
Students with Disabilities	--	71	68
Foster Youth	--	--	--

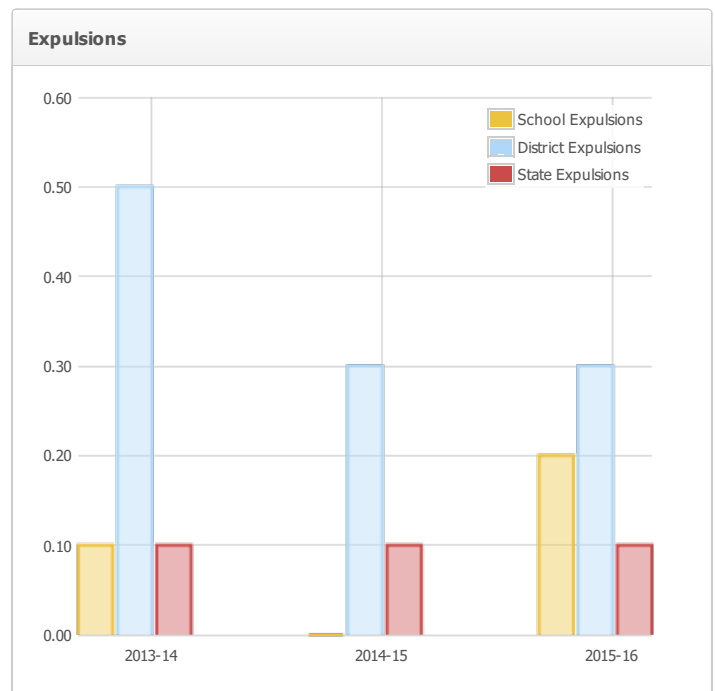
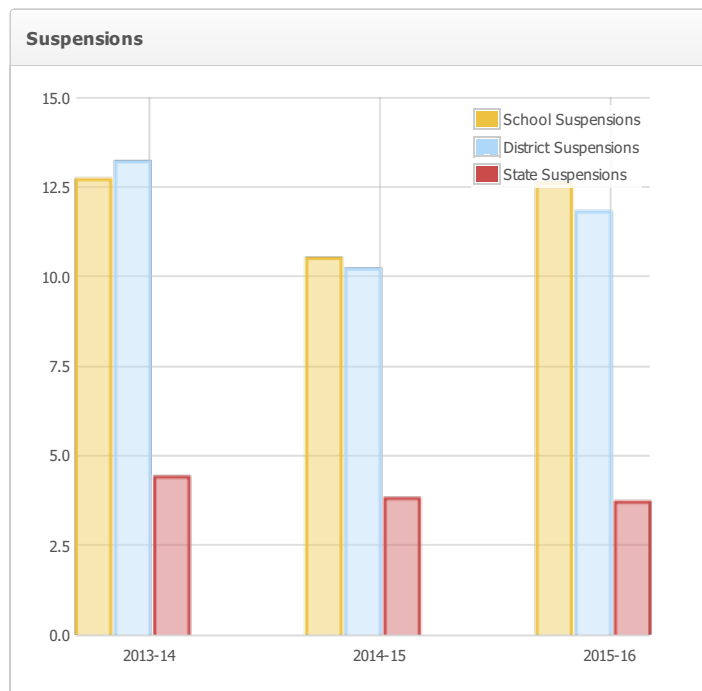
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	12.7	10.5	12.6	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	0.1	0.0	0.2	0.5	0.3	0.3	0.1	0.1	0.1



Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

(The Safe School Plan contains mandated areas addressed by each school site and covers the instructional day as well as the before, during and in after school programs.)

Burns Valley School, as a safe school, is a place where learning can occur in a welcoming environment free of intimidation, violence and fear. For the 2016-2017 School Year, Burns Valley School is implementing the PBIS (Positive Behavior & Intervention Supports) Program, Tier 1 and Tier II Level. Burns Valley School is dedicated to providing a safe environment for children so they can focus on learning and growing. KUSD School District and Burns Valley School is committed to the safety and security of students, staff, and visitors within the Burns Valley School facilities. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery procedures relevant to potential natural and human caused crisis. Safe school planning is a partnership that includes a working relationship with local emergency responders, community members, government leaders, social service networks, parents and students. A safe school plan is a dynamic process that is comprehensive, evaluative and constantly evolving. Our current plan had its last major revision in September of 2016, and will be reviewed at the start of each year and is presented to staff as a first of the year refresher/orientation component. With new staff starting after the start of the school year are required to review the site safety plan during orientation. The following elements are included in the school safety plan:

- PBIS Tier I and II Implementation - training of 5 staff members during the 15-16 and 15-16 school years and bi-monthly PBIS training at staff meetings. Teachers also schedule in daily PBIS instructional time in their classes.
- Academic & Behavioral Goals - are fostered through academic and behavioral areas through comprehensive curriculum, daily academic intervention & enrichment times, social-emotional counseling, positive school activities (Red Ribbon Week, Spirit Week, Counseling Groups, Lunch Bunch), Student Study Teams, and following a clear and fair progressive discipline plan.
- Site Plan - includes information which coordinates student achievement, programs, teaching strategies, facilities, and budget into a school wide plan that

addresses set goals in each of these areas as well as how we will achieve them.

- Child Abuse - training is administered to all staff at the beginning of the year, including mandated reporter responsibilities, duties, and procedures.
- Disaster Procedures - are practiced at regular intervals for emergency evacuation and school lock down procedures. These procedures are outlined in the staff handbook.
- Suspensions/Expulsions - are clearly defined in our student handbook/code of conduct. Twice a year, admin visits each class 4-8 grade and discusses expulsion issues regarding knives, guns, weapons, and selling of drugs on campus, as well as the consequences for each and how to make good choices to avoid an expulsion predicament. Data is collected at the end of each year and plans are made to address problematic areas for the following year as well as revisions to the student handbook in regards to campus trends and state ed code changes.
- Notification of Dangerous Pupils (Ed Code S49079) - is made to staff by administration when appropriate via either cum file review or update on current behaviors/discipline.
- Sexual Harassment - students are trained in anti-bullying methods which include sexual harassment and cyber bullying at the start of the year. Employees are given a beginning of the year update regarding district guidelines. All reports of sexual harassment will be handled in a prompt and professional manner.
- Dress Code – Burns Valley has a dress code which requires students to be dressed in a safe and respectable manner. Specifics are outlined in the Student/Parent Handbook given to each student at the beginning of the year or upon enrollment later in the year.
- Ingress/Egress – Burns Valley has a crossing guard at the crosswalk in front of our school, both before and after the school day. Students are reminded and rewarded for following the school rules on the way to and from school, whether walking or riding the bus.
- Rules & Discipline - Burns Valley has implemented Progressive Discipline schoolwide behavior management program. All students and adults are expected to be safe, respectful, and responsible. We continue to further our positive school climate implementation through clear and fair discipline and positive rewards as well as initiatives that promote positive and safe behavior. These behavioral program expectations extend to our before and after school programs as well.
- Access to School Grounds - The campus is surrounded by a chain link fence with gates located in the front and side of the property. Front gates allow entrance to the school during the day. The back gate is only open for 15 minutes after school lets out. Signs are prominently displayed on the campus indicating that all visitors must check-in at the office which is located at the front of the school. Visitors sign-in and are given a visitor sticker to wear during their visit. Campus supervisors and staff duties provide coverage and monitoring of campus from 45 minute before school starts to 45 minutes after school ends. Campus surveillance cameras are also present.
- Supervision - During the school day and before/after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision on the yard during recess and lunch. The assistant principal and the principal also provide consistent oversight during times when students are out on the yard. Crosswalk guards are stationed at the school intersection before and after school for 30 minutes.
- Facilities Support Teaching and Learning - Burns Valley currently has 21 regular ed classrooms, 3 special ed classrooms, an ELD classroom, library, cafeteria/gym, staff room, preschool classroom, curriculum room, and a facility where Healthy Start services are located. The playgrounds consists of grass areas, blacktop, and playground equipment. There is a specific kindergarten playground area.
- Facilities – Cleaning Process & Toilets - Classrooms and restrooms are cleaned each day after the school day has ended and student restrooms are cleaned every two hours by custodians assigned to our school. Our grounds are maintained by our district maintenance staff on a rotating schedule. Our toilets are 100% in working condition. Any maintenance issues that the facility requires are handled by district maintenance staff in a timely and effective manner.

Last updated: 1/26/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	4	0	27.0	0	3	0				
1	24.0	0	2	0	22.0	0	3	0				
2	24.0	0	3	0	21.0	0	3	0				
3	28.0	0	2	0	20.0	2	1	0				
4	30.0	0	2	0	32.0	0	2	0				
5	29.0	0	2	0	30.0	0	2	0				
6	25.0	0	2	0	29.0	0	2	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* 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.

Last updated: 1/26/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5412.0	\$889.0	\$4523.0	\$53454.0
District	N/A	N/A	\$2452.0	\$54679.0
Percent Difference – School Site and District	--	--	-0.1%	0.0%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	0.0%	-0.3%

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

LCAP funding was distributed to help develop the following programs and services to benefit and support students include, but not limited to:

1. 1-1 Technology Implementation
2. Field Trips and off campus experiences
3. Career & College education
4. Counseling for academic, social, and emotional support.
5. School Focus - 21st Century Technology Lab
6. Teacher Professional Development - technology use, Common Core adoption, classroom strategies, engagement techniques, etc.
7. After School Program for enrichment classes, support classes, and intervention classes.

Last updated: 1/26/2017

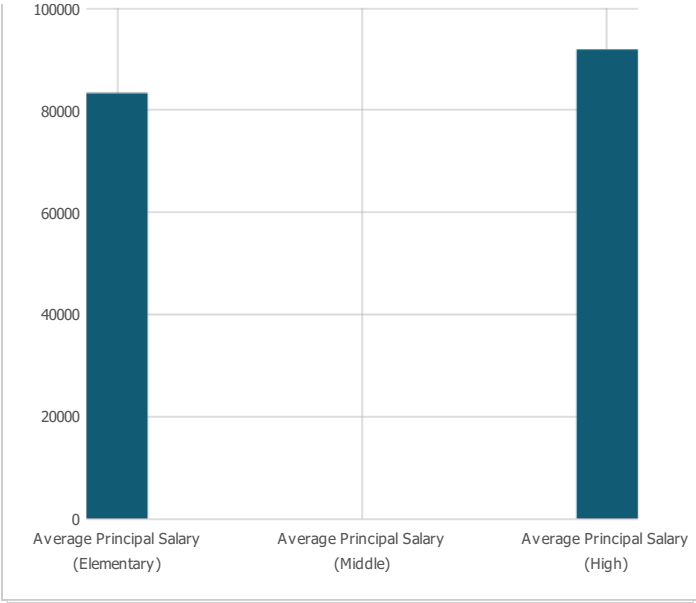
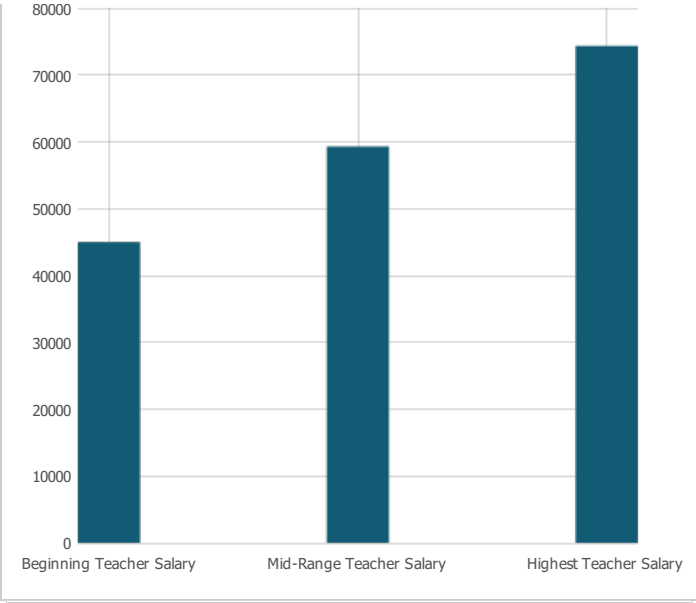
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,000	\$42,063
Mid-Range Teacher Salary	\$59,303	\$64,823
Highest Teacher Salary	\$74,347	\$84,821
Average Principal Salary (Elementary)	\$83,358	\$101,849
Average Principal Salary (Middle)	\$	\$107,678
Average Principal Salary (High)	\$91,893	\$115,589
Superintendent Salary	\$156,030	\$169,152
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/26/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 1/26/2017

Professional Development

Common Core State Standards (CCSS) and developing and supporting new teachers has been the focal point for staff development the past 3 years. (2015-2016) (2014-2015) (2013-2014). Within the last 3 years and on a generally continuing basis..

- Selected staff members received 9 days of CCSS training in either math or ELA via West-Ed during the school year and are given continued time to work on CCSS units refinement during the school year.
- CCSS training was chosen based on new the newly adopted standards and academic rigor as well as a determination that student needs would center around a CCSS based education and rigor level.
- Professional Development via outside workshops, training, seminars, etc. is encouraged by administration. Nearly all staff attend a professional conference or training each year.
- Every other Thursday is either a district or site collaboration training day via a minimum day schedule allowing for 2 hours of training.
- Each grade level at the site receives one 45 minute collaboration period each week in order to coordinate planning, review assessments. make student focused decisions, discuss instructional strategies, etc.
- Teachers are supported via an active administration (principal & assistant principal) and a site dedicated curriculum coach.
- Formal monthly Walk-Throughs are done at the site utilizing the Danielson Group Framework for Teaching.

Professional development in 2016-2017 shifted to incorporate effective research proven strategies to best teach the common core standards along with regular and frequent data analysis around both student progress and teacher/leader impact.

Professional Development

Certificated staff is supported by professional development through full day trainings, workshops, and conferences provided at district and site levels. Individual coaching for teachers by school site curriculum coaches, grade level/department collaboration, peer classroom visitations, administrative coaching, and participation in the Beginning Teacher Support & Assessment (BTSA) program.

Comprehensive student data is reviewed by the school board, management team, school site staff and other stakeholders groups such as the District Advisory Committee (DAC), School Site Councils (SSC), and the District & Site English Learner Advisory Committee (DELAC/ELAC). The purpose of these comprehensive reviews is to evaluate programs, practices, and strategies in order to determine the next steps needed for student growth.

Both certificated and classified staff surveys are completed periodically to help determine individual and district wide professional development needs. Evaluations of professional development days and collaboration meetings are completed for each session. This feedback is presented to the curriculum coaches, management team, and school board for further development and refinement of the professional development plan.

2016-2017

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days; one on John Hattie's research or evidence in action. The other day each school site received specific training around one of the focus areas; know thy impact, providing effective feedback, developing a visible learning and/or developing quality assessments.

15 district collaboration days to analyze student data and to effectively continue/incorporate some top yielding instructional strategies.

2015-2016:

5 full days with WestEd, K-7 staff revised the grade level units of student in language arts; including the end of unit common summative assessment.

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days developed to a variety of teacher strategy workshops in the following areas: literacy, technology, ELD, special education, assessment, PBL

2014 -2015:

5 full days of professional development for teachers, administrators, & support staff

Major Focus:

- Common Core State Standards development in ELA & math
- ELD
- Brain Development
- Teaching strategy workshops (technology, engagement, SpEd, assessment)

3 full days of professional development for classified

De-escalation, behavior management, active supervision, & safety in the workplace

Last updated: 1/26/2017