



# Burnt Ranch Elementary School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

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

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

#### **District Governing Board**

Cyn Van Fleet  
**President**

James King  
**Clerk**

Josh McKnight  
**Vice-President**

Michael Harding

Sarah Brown

#### **District Administration**

Kathleen Graham  
**Superintendent**

### **School Description**

Due to the Covid-19 global pandemic, Burnt Ranch School closed to in-person instruction in March 2020. We were able to open in August 2020 under the "Reopening 2020-2021 School Year Health and Safety Plan" adopted by Trinity County Schools and the BRESD Board of Trustees which required a closed campus, numerous health and safety protocols to be implemented, and restricted many of the activities that are typically part of our school year. Our instructional program has kept its fidelity this school year, and we have been able to offer increased intervention, tutoring, and support for all our students, and in particular to our at-risk and special needs populations. We are addressing any and all "loss of learning" due to our campus being closed for Spring 2020, and assessment data shows that our students are making substantial growth. At this point we offer a full-time distance learning program run by a certificated staff member for students and families more comfortable with staying off-campus. When we can return to our normal operating procedures, field trips, school performances, community events and extra curricular activities such as sports will again be part of our regular school program.

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

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

Our enrollment is 73 students in the 2020-21 school year. Student-to-teacher ratio for Kindergarten through grade eight averages 11:1. The school has grown from a one-room schoolhouse in 1895 located near a Chimariko Indian village and the historic Pony Express Trail, to the present facility which was originally built in 1962 and 1987 but has now been rebuilt with final completion in 2019. The campus includes a 2.5-acre playing field, with a track, baseball diamond, soccer area, basketball courts and a playground. Picnic tables in the sun and under a shade structure offer an outdoor lunch space during warm weather.

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

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

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

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

## About the SARC

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

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

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	5
Grade 2	8
Grade 3	10
Grade 4	5
Grade 5	12
Grade 6	9
Grade 7	14
Grade 8	10
<b>Total Enrollment</b>	<b>85</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	14.1
Asian	1.2
Hispanic or Latino	21.2
White	51.8
Two or More Races	10.6
Socioeconomically Disadvantaged	76.5
Students with Disabilities	5.9
Homeless	7.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Burnt Ranch	18-19	19-20	20-21
With Full Credential	7	7	9
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burnt Ranch	18-19	19-20	20-21
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
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 2020-21)

Burnt Ranch School has purchased state adopted and/or standards-based materials to use in all the classrooms. A complete set of state standards-aligned mathematics curriculum grades K-8 was implemented in the 2020 school year. A complete set of state standards-aligned English/Language Arts curriculum grades K-8 was implemented in the 2017-18 school year. State standards aligned History-Social Science was implemented in the 2018-19 school year. K-6 classrooms use NGSS aligned curriculum including Mystery Science and the 7-8 grade class adopted the StemScopes NGSS curriculum. Teachers and instructional staff are regularly researching and implementing standards-based materials for all subject areas.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin CA Reading 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Curriculum Associates Ready Math -2020 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Mystery Science-2019; Stemsscopes-2020 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	National Geographic Learning-2018; Studies Weekly-2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	Variety of standards-based curricula <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Visual and Performing Arts	Variety of standards-based curricula <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

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

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

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

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

Year and month in which data were collected: 1/4/21

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All buildings and infrastructure are new.
<b>Interior:</b> Interior Surfaces	Good	All buildings and infrastructure are new.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	All buildings and infrastructure are new.
<b>Electrical:</b> Electrical	Good	All buildings and infrastructure are new.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	All buildings and infrastructure are new.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All buildings and infrastructure are new. Grounds are maintained for fire safety.
<b>Structural:</b> Structural Damage, Roofs	Good	All buildings and infrastructure are new.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All buildings and infrastructure are new. Most of playground is new. Fences are new or in good condition.
<b>Overall Rating</b>	<b>Exemplary</b>	Campus and buildings rebuilt in 2019.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	58	N/A	58	N/A	50	N/A
Math	42	N/A	42	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Due to the Covid-19 global pandemic, Burnt Ranch School closed to in-person instruction in March 2020. We were able to open in August 2020 under the "Reopening 2020-2021 School Year Health and Safety Plan" adopted by Trinity County Schools and the BRESB Board of Trustees which required a closed campus and restricted many of the activities that are typically part of our school year. When we can return to our normal operating procedures, the following paragraph will be fully implemented. Until then, we are engaging parents primarily through virtual platforms, phone calls and text messages, newsletters, emails, and our Facebook page. Parents have been able to serve on the LCAP Advisory and Indian Education Parent committees and attend PTO meetings, school board meetings, and parent conferences either in-person (following all safety protocols) or through Zoom.

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

**State Priority: School Climate**

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

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

**School Safety Plan (School Year 2020-2021)**

Burnt Ranch School has an up-to-date School Safety Plan developed by staff, administration, parents, and community members and approved by the School Site Council/Safety Committee (1/25/21) and Board of Trustees (2/11/21) each year. Drills for fire, evacuation, earthquake, and lockdown are conducted to ensure that all staff and students are familiar with and ready to carry out all emergency procedures at any time of the day and during any school activity.

All buildings have been replaced or remodeled on the campus, with a new fire alarm system and an intercom/clock/bell system. Phones in every classroom have intercom capabilities for safety announcements and a school set of radios was purchased in 2020 for communication across the site. Visitors and volunteers must check-in and out at the school office. Staff will question anyone who comes on site who is unknown to the school community. We have a fire safe school site with collaboration from the Trinity County Fire Safe Council, CalFire and the USFS. The School Safety Plan is reviewed, updated, and discussed with the school staff annually, and information about safety is included in the Student/Parent Handbook.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0
Other	1.4

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	6	2			5	2			6	1		
1	10	1			7	1			5	1		
2	5	1			10	1			8	1		
3	12	1			6	1			10	1		
4	9	1			11	1			5	1		
5	10	1			8	1			12	1		
6	10	1			12	1			9	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 (Most Recent Three Years)

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

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,000	\$46,965
Mid-Range Teacher Salary	\$56,000	\$67,638
Highest Teacher Salary	\$73,000	\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$90,000	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	30.0
Administrative Salaries	11.0	6.0

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,470	\$4325	\$11,145	\$51,656
District	N/A	N/A	\$11,145	\$51,656
State	N/A	N/A	\$7,750	\$71,448

Percent Differences		Unrestricted	Average Teacher Salary
School Site/District		0.0	0.0
School Site/ State		35.9	-32.2

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



**Types of Services Funded**

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

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

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