

Burnt Ranch Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Burnt Ranch Elementary School
Street	251 Burnt Ranch School Road
City, State, Zip	Burnt Ranch, CA 95527-0039
Phone Number	(530) 629-2543
Principal	Kristi Holland
Email Address	kholland@bresd.org
School Website	www.bresd.org
County-District-School (CDS) Code	53-71662-6053680

2023-24 District Contact Information

District Name	Burnt Ranch Elementary School District
Phone Number	(530) 629-2543
Superintendent	Amanda Platt
Email Address	aplatt@bresd.org
District Website	www.bresd.org

2023-24 School Description and Mission Statement

Burnt Ranch School is committed to providing a balanced quality education in a safe learning environment for our students, staff, and community and believes that everyone at Burnt Ranch School should be treated with dignity, respect, and inclusivity.

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 85 students for the 2023-24 school year. 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 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.

2023-24 School Description and Mission Statement

Our Expanded Learning Opportunities Program has been developing and we are successful in offering 30 intersession days.

We have an 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	9
Grade 2	10
Grade 3	10
Grade 4	7
Grade 5	11
Grade 6	14
Grade 7	9
Grade 8	12
Total Enrollment	91

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.8%
Male	58.2%
American Indian or Alaska Native	13.2%
Asian	3.3%
Hispanic or Latino	20.9%
Two or More Races	9.9%
White	51.6%
Socioeconomically Disadvantaged	58.2%
Students with Disabilities	14.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	100.00	4.90	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	4.90	100.00	4.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.90	100.00	3.90	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	3.90	100.00	3.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin CA Reading 2017	Yes	0.0%
Mathematics	Curriculum Associates Ready Math-2020	Yes	0.0%
Science	Mystery Science-2019; Stemscoptes-2020	Yes	0.0%
History-Social Science	National Geographic Learning-2018; Studies Weekly-2018	Yes	0.0%
Foreign Language	Savvas Autentico -2018	Yes	0.0%
Health	Variety of standards-based curricula	Yes	0.0%
Visual and Performing Arts	Variety of standards-based curricula	Yes	0.0%

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

12/12/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	62	68	62	47	46
Mathematics (grades 3-8 and 11)	48	54	48	54	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	61	100.00	0.00	62.30
Female	24	24	100.00	0.00	58.33
Male	37	37	100.00	0.00	64.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	51.52
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	51.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	61	100.00	0.00	54.10
Female	24	24	100.00	0.00	54.17
Male	37	37	100.00	0.00	54.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	51.52
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.78	33.33	27.78	33.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	21	100.00	0.00	33.33
Female	--	--	--	--	--
Male	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Burnt Ranch School offers and encourages a variety of modes for parental involvement. One unique opportunity is employment, over 24% of students have one or more parents employed at our school, this is dedication that spills into all aspects of our school community. Parents also serve on the LCAP Parent Advisory committee and attend Parent Teacher Organization meetings, school board meetings, and parent conferences. Currently 12% of students have one or more parent serving in the PTO/PAC. Additionally, we rely on several methods for communication to solicit involvement, including through our Facebook page, virtual platforms, phone calls and text messages, newsletters, emails, and our updated website.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	95	94	6	6.4
Female	40	40	4	10.0
Male	55	54	2	3.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	14	14	1	7.1
Asian	3	3	1	33.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	20	20	2	10.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	0	0.0
White	48	47	2	4.3
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	67	66	5	7.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	2.11	0.00	0.00	2.11	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0
Female	2.5	0
Male	1.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.08	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.88	0

2023-24 School Safety Plan

Burnt Ranch School has an up-to-date School Safety Plan developed by staff, administration, parents, and community members and reviewed by the Parent Advisory Committee/Safety Committee, the staff and the Board of Trustees 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. CSSP was reviewed and approved by the Governing Board on 2/14/2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1	4	2		
2	1	3		
3	7	1		
4	4	3		
5	2	2		
6	5	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	8	1		
2	8	1		
3	3	1		
4	6	1		
5	11	1		
6	6	1		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	2	0	0
1	9	1	0	0
2	10	1	0	0
3	10	1	0	0
4	7	1	0	0
5	11	1	0	0
6	14	1	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,360	\$4,272	\$14,088	\$57,950
District	N/A	N/A	\$12,553	\$59,595
Percent Difference - School Site and District	N/A	N/A	11.5	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	72.5	-24.4

Fiscal Year 2022-23 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. The Expanded Learning Program as allowed the school to offer summer and intersession days to all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,000	\$48,481
Mid-Range Teacher Salary	\$59,000	\$73,129
Highest Teacher Salary	\$73,500	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$70,000	\$138,991
Percent of Budget for Teacher Salaries	26.61%	29.34%
Percent of Budget for Administrative Salaries	11.28%	5.99%

Professional Development

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, Science of Reading, Response to Intervention, Performance Assessment implementation, and Love & Logic strategies, Compassionate Systems, 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10