

# Burton Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Burton Elementary School
<b>Street</b>	2375 West Morton Street
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 784-2401
<b>Principal</b>	Jamie McGlasson
<b>E-mail Address</b>	<a href="mailto:jmcglasson@burtonschools.org">jmcglasson@burtonschools.org</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	54-71837-6053870

<b>District Contact Information</b>	
<b>District Name</b>	Burton Elementary School District
<b>Phone Number</b>	(559) 781-8020
<b>Superintendent</b>	Sharon Kamberg
<b>E-mail Address</b>	skamberg@burtonschools.org
<b>Web Site</b>	www.burtonschools.org

### **School Description and Mission Statement (Most Recent Year)**

Burton Elementary School is located on the west side of Porterville (population 40,625) in rural Tulare County, in the heart of the San Joaquin Valley. BES serves approximately 620 students in Kindergarten through Sixth Grades, and is one of nine schools comprising the Burton School District.

#### **Committed to Our Students**

Burton Elementary School is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, school spirit, ongoing training, and academic achievement for all. Students, staff, and families are committed to the vision of succeeding in all areas.

**School Vision:** Burton Elementary strives to be a neighborhood school where staff and students feel valued and appreciated; authentic learning takes place, and technology is used to educate the whole child.

**School Mission:** Burton Elementary school seeks to establish itself as a present-day, neighborhood school by encouraging family gatherings, service projects, and parent volunteers; Burton Elementary School will meet the demands of the 21st century by expanding technology in each classroom and emphasizing creativity, critical thinking, and collaboration.

Burton Elementary School will bring the 1:World vision to life by using technology to focus on community and social awareness issues. Technology will play a pivotal role in this process as students and adults explore significant and relevant ways in which they can impact their local or global community and enhance student learning.

### **Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	95
<b>Grade 1</b>	96
<b>Grade 2</b>	100
<b>Grade 3</b>	93
<b>Grade 4</b>	118
<b>Grade 5</b>	121
<b>Total Enrollment</b>	623

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	3.4
Filipino	3.4
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0.8
White	18.1
Two or More Races	0.2
Socioeconomically Disadvantaged	84.9
English Learners	40.1
Students with Disabilities	5.3
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	22		
Without Full Credential		2		
Teaching Outside Subject Area of Competence (with full credential)		0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.7	8.3
All Schools in District	92.2	7.8
High-Poverty Schools in District	92.2	7.8
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption – Good Quality	Yes	0%
Mathematics	Current Adoption – Good Quality	Yes	0%
Science	Current Adoption – Good Quality	Yes	0%
History-Social Science	Current Adoption – Good Quality	Yes	0%

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

BES - Deferred Maintenance 2008

1. Teachers Lounge – New HVAC Unit, cabinets & fixtures (asbestos may be under sink).
2. Kitchen – New lights, paint, drop ceiling plumbing fixtures.
3. Cafeteria – 4 new doors & hardware, tack board around milk boxes, drop ceiling in stage area w/T-Bar.
4. Office – Replace vanity, sink & fixtures. Electrical panel cover for low voltage.
5. Bells/Intercom/Phone and fire alarm systems needs to be replaced.
6. Repair concrete curb in front of school caused by tree root damage.
7. Room 101 – Cabinet/sink/countertop & plumbing fixtures.
8. Room 102 – Cabinet/sink/countertop & plumbing fixtures.
9. Room 102 – Cabinet/sink/countertop & plumbing fixtures.
10. Room 104 – 2 doors & hardware, carpet.
11. Room 201 – Cabinet/sink/countertop & plumbing fixtures & carpet.
12. Room 202 – Cabinet/sink/countertop & plumbing fixtures.
13. Room 203 – Cabinet/sink/countertop & plumbing fixtures.
14. Room 204 – Cabinet/sink/countertop & plumbing fixtures.
15. Room 205 – Cabinet/sink/countertop & plumbing fixtures.
16. Room 206 - Cabinet/sink/countertop & plumbing fixtures.
17. 200 Wing – 3 doors & hardware to be replaced.
18. 200 Wing Bathrooms – Tile, paint new sinks, toilets & fixtures.
19. 300 Wing bathrooms - Tile, paint new sinks, toilets & fixtures.
20. Room 301 – Cabinet/sink/countertop & plumbing fixtures.
21. Room 302 – Cabinet/sink/countertop & plumbing fixtures.
22. Room 303 – Cabinet/sink/countertop & plumbing fixtures.
23. Room 304 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
24. Room 305 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
25. Room 306 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
26. Room 307 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
27. Library – Stucco repair/patch on south side of building.
28. Repair concrete north side of room 407
29. Room 401 – T-Bar ceiling and lights, Cabinet/sink/countertop & plumbing fixtures.
30. Room 404 - Cabinet/sink/countertop & plumbing fixtures.
31. Room 405 – Cabinet/sink/countertop & plumbing fixtures.
32. Repair concrete north side of 401 and 402.
33. Room 501 - Cabinet/sink/countertop & plumbing fixtures, T-Bar ceiling, paint walls.
34. Room 502 - Cabinet/sink/countertop & plumbing fixtures, T-Bar ceiling, paint walls.
35. 503 – Replace drinking fountains.
36. 504 – Replace drinking fountains.

- 37. 506 – Replace drinking fountains.
- 38. 507 – Replace drinking fountains.
- 39. 508 - Replace drinking fountains.
- 40. 509 - Replace drinking fountains.
- 41. 510 - Replace drinking fountains.
- 42. 500 Wing bathrooms – Tile walls and floors, paint ceiling, replace plumbing fixtures, doors and hardware.
- 43. Exterior lighting.
- 44. Exterior Drinking Fountains – 8 replace fixtures/plumbing.
- 45. Exterior painting of campus.
- 46. Parking lot area and asphalt play areas – Slurry Coat.
- 47. Roof replacement 100, 200, 300 wings.
- 48. HVAC – 7 units to be replaced.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground equipment and shade structure installed

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: December 2013				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	33	34	44
Mathematics	25	19	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	98	98	100.0	27	32	23	16
	4	118	116	98.3	59	16	15	9
	5	126	125	99.2	39	23	28	10
Male	3	98	49	50.0	33	31	22	14
	4	118	59	50.0	75	10	8	5
	5	126	53	42.1	47	28	21	4
Female	3	98	49	50.0	20	33	24	18
	4	118	57	48.3	44	23	21	12
	5	126	72	57.1	33	19	33	14
Black or African American	4	118	5	4.2	--	--	--	--
American Indian or Alaska Native	5	126	2	1.6	--	--	--	--
Asian	3	98	4	4.1	--	--	--	--
	4	118	4	3.4	--	--	--	--
	5	126	4	3.2	--	--	--	--
Filipino	3	98	4	4.1	--	--	--	--
	4	118	3	2.5	--	--	--	--
	5	126	4	3.2	--	--	--	--
Hispanic or Latino	3	98	73	74.5	29	33	27	11
	4	118	84	71.2	65	19	11	4
	5	126	87	69.0	41	22	30	7
White	3	98	16	16.3	31	25	13	31
	4	118	20	16.9	35	15	35	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	126	28	22.2	29	29	25	18
<b>Two or More Races</b>	3	98	1	1.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	98	91	92.9	29	32	24	13
	4	118	95	80.5	62	17	13	7
	5	126	107	84.9	41	24	25	9
<b>Students with Disabilities</b>	3	98	5	5.1	--	--	--	--
	4	118	18	15.3	94	0	0	0
	5	126	10	7.9	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	3	98	14	14.3	7	43	36	14
	4	118	9	7.6	--	--	--	--
	5	126	16	12.7	38	19	38	6
<b>Foster Youth</b>	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	98	98	100.0	22	24	36	15
	4	118	116	98.3	50	35	11	2
	5	126	125	99.2	55	28	11	6
<b>Male</b>	3	98	49	50.0	22	16	43	18
	4	118	59	50.0	54	36	5	3
	5	126	53	42.1	55	32	11	2
<b>Female</b>	3	98	49	50.0	22	33	29	12
	4	118	57	48.3	46	35	18	0
	5	126	72	57.1	56	25	11	8
<b>Black or African American</b>	4	118	5	4.2	--	--	--	--
<b>American Indian or Alaska Native</b>	5	126	2	1.6	--	--	--	--
<b>Asian</b>	3	98	4	4.1	--	--	--	--
	4	118	4	3.4	--	--	--	--
	5	126	4	3.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	98	4	4.1	--	--	--	--
	4	118	3	2.5	--	--	--	--
	5	126	4	3.2	--	--	--	--
Hispanic or Latino	3	98	73	74.5	27	23	37	12
	4	118	83	70.3	57	33	8	0
	5	126	87	69.0	56	29	13	2
White	3	98	16	16.3	13	38	31	19
	4	118	21	17.8	33	43	14	10
	5	126	28	22.2	57	25	7	11
Two or More Races	3	98	1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3	98	91	92.9	23	25	37	12
	4	118	95	80.5	53	35	9	1
	5	126	107	84.9	56	27	10	7
Students with Disabilities	3	98	5	5.1	--	--	--	--
	4	118	18	15.3	83	11	0	0
	5	126	10	7.9	--	--	--	--
Students Receiving Migrant Education Services	3	98	14	14.3	7	29	57	7
	4	118	9	7.6	--	--	--	--
	5	126	16	12.7	44	31	19	6
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			30			38			56

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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	38
All Students at the School	30
Male	25
Female	35
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	27
White	40
Socioeconomically Disadvantaged	--
English Learners	14
Students with Disabilities	27
Students Receiving Migrant Education Services	33
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.20	22.40	18.40

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Our community is genuinely active and supportive of our school. We utilize a program, "Foster Grandparents", where grandparents are assigned to work with specific students and actively engage in school-based activities. Our school has developed a well-established line of communication with the community through routine newsletters translated into Spanish, an open-door policy in our classrooms encouraging parents and family members to visit and engage in classroom activities, and a highly visible and active Parent-Teacher Association. To facilitate even greater lines of communication, we work closely with the city newspaper, utilize a visible school marquee, and make available a link on our district website. In addition to traditional means of communication, teachers also utilize school-based email accounts to communicate with parents, students, and family members on a variety of issues. Furthermore, students and staff often work together to make large signs to hang in visible areas around the perimeter of the campus to communicate upcoming activities and celebrations. Families have several opportunities to express their concerns, questions, or to have an audience with school administration. Community Coffees, PTA meetings, School Site Council, and English Learners Advisory Committee are all ways that parents that get further involved.

Bi-lingual services are utilized to provide inclusion for all people, and our ELL support staff is highly visible at all school functions. Many families have turned to the school as a valuable resource and this has helped to build a very strong school-to-community relationship. Additionally, parents serve on the School Site Council and ELAC committees. We currently use Connect Ed to send out phone messages and hope to eventually use email to ensure good communication between home and school.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.10	1.53	3.73	4.81	4.67	3.32	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.07	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Burton Elementary School is committed to providing a safe and secure environment for all students and employees. This site has established a Safe Schools Plan to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan includes procedures for the following emergency situations: Imminent Danger (drive-by, armed intruder, mass protest, helicopter searches), Evacuation/Relocation (fire drill and earthquake), Hostage crisis, chemical spills, bomb threat, and workplace violence.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2005-2006
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	83.3

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

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

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		4		24		4		24		4	
1	24		4		25		4		24		4	
2	25		5		23		4		25		4	
3	30		4		30		4		23		4	
4	29		4		31		4		30		4	
5									30		4	

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.40	N/A
Psychologist	0.17	N/A
Social Worker	N/A	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.17	N/A
Resource Specialist	1.5	N/A
Other	N/A	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,086	\$664	\$4,422	\$70,462
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-26.3	13.0
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-5.7	4.7

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

### Types of Services Funded (Fiscal Year 2014-15)

At Burton Elementary School, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of Burton Elementary School budget is made up of "general" funds, we also receive "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), Title 1, Title VI, Migrant Education, and Gifted and Talented Education (GATE).

A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$42,723
Mid-Range Teacher Salary	\$62,108	\$65,936
Highest Teacher Salary	\$83,686	\$84,545
Average Principal Salary (Elementary)	\$102,330	\$106,864
Average Principal Salary (Middle)	\$114,021	\$110,494
Average Principal Salary (High)	\$115,050	\$103,499
Superintendent Salary	\$138,000	\$159,133
Percent of Budget for Teacher Salaries	38%	40%
Percent of Budget for Administrative Salaries	9%	6%

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

### Professional Development (Most Recent Three Years)

Burton Elementary professional development is driven by academic progress reported through the Common Core short cycle assessments given throughout the year and with the STAR data reported annually in the fall. The site principal along with the faculty disaggregates student data to determine the areas in the instructional practices and curricular areas needing articulation or refined correlation to the standards. The grade levels collaborate with one another on Wednesdays to discuss and determine individual and grade level academic needs. Together the grade level teams determine the power standards (focus) and develop a short assessment and strategies to increase the student achievement for all students.

New adoptions of curriculum or instructional practices prompt presentations by the district curriculum specialists and outside professionals. Additional district curriculum specialist and site administrators coach teachers in implementing new programs. Substitutes are occasionally hired and specialists take classes so that teachers can watch their colleagues in action! The site administration is trained with every new adoption or district practice and additionally attends the district staff development to ensure the focus and strategies are concrete to help clarify concerns linking to the individual campus.

Burton Elementary does not limit professional development to certificated staff. On many occasions, mandatory attendance is required for classified staff especially for staff delivering academic support to students. Both certificated and classified staff have participated jointly in Capturing Kids' Hearts.

Extensive professional development has been offered for the language arts curriculum and mathematics curriculum as well. Teachers received direct instruction from trained specialists and continue to receive support through district curriculum coordinators. Through the development of professional learning communities, the faculty at Burton Elementary School knows and seeks the benefits of high quality professional development to enhance and increase their skill to deliver concrete powerful standards-aligned to the curriculum. The faculty participates in professional book talks broadening the understanding and importance of the articulation of the California Standards for the Teaching Profession (CSTP). All of the books used for book talks are research based as well as the professional development such as Thinking Maps, The CORE six, and Data Teams. District staff development is now linked to Common Core standards and researched based best practices.