

Burton Horizon Academy

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)

School Contact Information	
School Name	Burton Horizon Academy
Street	1414 West Olive Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-4748
Principal	Jan Mekeel
E-mail Address	jmekeel@burtonschools.org
Grades Served	K-12
CDS Code	54-71837-0122705

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

School Description and Mission Statement (Most Recent Year)

At Burton Pathways Charter High School, we are committed to presenting an educational vision and program that celebrates and assures all of our students are successful. We are a professional learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, productive and adaptable, with the skills and talents to enable them to successfully contribute to society.

Community and School Profile

Located in the San Joaquin Valley of Central California, Burton Pathways High School serves students in the City of Porterville and surrounding communities of Tulare County in grades nine through twelve. The school is available to all high school students who wish to attend and graduate from a program that not only supports academic success in a fully comprehensive environment, but also hosts three exciting career pathways programs in Culinary Arts, Business Entrepreneurship, and Child Development. At Burton Pathways our goal is to serve and support the whole student, including emotional and personal well being. Administrators and teachers are all dedicated to providing a safe, supportive and rigorous learning experience in a smaller high school setting for all students.

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

Grade Level	Number of Students
Grade 9	9
Grade 10	19
Grade 11	41
Grade 12	24
Total Enrollment	93

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	3.2
Asian	1.1
Hispanic or Latino	68.8
White	26.9
Socioeconomically Disadvantaged	91.4
English Learners	35.5
Students with Disabilities	5.4

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	5	6		
Without Full Credential		0		
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	1	

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	100.0	0.0
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

All core curriculum subjects meet sufficient textbook requirements for students. Non-adopted materials are used in the elective subject areas for criminal justice, culinary arts, and child development. All teachers have teacher editions for each textbook.

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	No	0
Mathematics	Current Adoption – Good Quality	Yes	0
Science	Current Adoption – Good Quality	Yes	0
History-Social Science	Current Adoption – Good Quality	Yes	0
Foreign Language	Current Adoption - Good Quality		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Current Adoption – Good Quality	Yes	0
Science Laboratory Equipment (grades 9-12)	Lab is equipped with tables and stools for 24 students, four microscopes, four scales, and a teaching set of glassware and slides		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Burton Pathways Charter High School provides a safe and clean environment for the staff and students. The site includes multiple classrooms and labs that support the core curriculum as well as vocational classes in culinary arts and child development in the site preschool. During the summer of 2011, a science lab and a computer lab were added. Installation of new desks for both students and teachers as well as new flooring, whiteboards, updated technology, replacement of all kitchen appliances and equipment, and painting of entire facility were completed also during the summer. Custodial services maintain the facilities. Burton School District schedules regular maintenance to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Remove storage shed

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	21	34	44
Mathematics	0	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	11	39	34	87.2	38	41	21	0
Male	11	39	20	51.3	45	40	15	0
Female	11	39	14	35.9	29	43	29	0
Hispanic or Latino	11	39	25	64.1	36	52	12	0
White	11	39	9	23.1	--	--	--	--
Socioeconomically Disadvantaged	11	39	30	76.9	40	43	17	0
Students with Disabilities	11	39	2	5.1	--	--	--	--
Students Receiving Migrant Education Services	11	39	3	7.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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
All Students	11	39	32	82.1	84	16	0	0
Male	11	39	19	48.7	95	5	0	0
Female	11	39	13	33.3	69	31	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11	39	23	59.0	87	13	0	0
White	11	39	9	23.1	--	--	--	--
Socioeconomically Disadvantaged	11	39	28	71.8	86	14	0	0
Students with Disabilities	11	39	2	5.1	--	--	--	--
Students Receiving Migrant Education Services	11	39	3	7.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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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)	14	27	21	50	47	38	59	60	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	21
Male	16
Female	--
Hispanic or Latino	9
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	20
Students Receiving Migrant Education Services	--
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.

Career Technical Education Programs (School Year 2014-15)

The Culinary Arts Institute is taught by a chef certified in educational culinary arts. The curriculum centers around basic restaurant skills that include knife skills, simple preparation, presentation, dietary knowledge, and certification in Safe Serve. Students will be prepared for entry level positions in the restaurant industry. The child development class provides student instructional aides in both morning and afternoon sessions in the onsite preschool. Students have the opportunity to shadow the preschool teacher and acquire skills for interacting with three - five year olds with special needs. Students are also expected to lead and develop activities and create lesson plans as part of the curriculum. This program provides foundational skills for the Porterville College child development certification for preschool teachers.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.65
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	32	28	11	39	44	47	57	56	58
Mathematics	25	16	21	29	37	39	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	53	23	25	61	30	9
All Students at the School	89	11		79	21	
Male	100			91	9	
Hispanic or Latino	100			92	8	
Socioeconomically Disadvantaged	88	13		81	19	

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.

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

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)

Parents and the community are very supportive and essential to the success of the educational programs at Burton Pathways High School. Parents are invited to join the Parent Advisory Committee and English Language Advisory Committee at the site and additional opportunities for parental involvement exist at the district level.. Contributions for the various programs at Pathways are made by many community partners including but not limited to: Wal-Mart distribution Center, Chamber of Commerce, Porterville Lions, Elks Lodge, and Rotary Clubs, and Burton Educational Foundation.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	37.80	32.00	44.90	20.30	23.50	30.80	13.10	11.40	11.50
Graduation Rate	40.54	52.00	51.02	67.57	64.71	66.67	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	86.11	85.29	84.6
Black or African American			76
American Indian or Alaska Native			78.07
Asian		50	92.62
Filipino		100	96.49
Hispanic or Latino	90.91	94.12	81.28
Native Hawaiian/Pacific Islander			83.58
White	78.57	80	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		42.86	61.28
English Learners	90.91	93.33	50.76
Students with Disabilities	78.79	82.98	81.36
Foster Youth	--	--	--

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
Suspensions	10.44	16.87	6.34	4.81	4.67	3.32	5.07	4.36	3.80
Expulsions	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 School District makes the safety of students and staff a priority. Burton Pathways Charter High School is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held monthly and disaster drills are conducted on a yearly basis. A disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The school has a closed campus for lunch. Visitors must check in at the front desk and receive proper authorization to be on the school site. Visitors will be provided with passes to display.

School administration and the Burton School District have placed a great emphasis on campus safety and security. Staff members supervise students on campus at all times. The Comprehensive Safety Plan is revised by the staff and reviewed by district personal, a school resource officer, as well as approved by our governing board each year to address the campus needs in order to ensure a safe and orderly learning environment. The campus safety plan is included in the student handbook. Components of the Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of inappropriate student behavior procedures
- Disaster response procedures
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code policies

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
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	4	2		15	6	1		10	9	2	
Mathematics	20	2	1		16	3	1		16	3	1	
Science	20	3	1		19	4	1		17	4	1	
Social Science	19	5	1		17	4			11	8	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.17	N/A
Social Worker	N/A	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.17	N/A
Resource Specialist	N/A	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	7882	61.00	\$7,820	\$62,839
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	30.4	0.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	66.7	-6.6

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

Types of Services Funded (Fiscal Year 2014-15)

At Burton Pathways Charter Academy, budgetary expenses for all educational services including teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration are provided via a centralized district business department process.

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/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.6

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school, as well as district's vision and goals. The administrator, teachers, and other support personnel take part in these activities. Every Wednesday is early dismissal for the purpose of school data team meetings. The school's professional learning community focuses on student data, evidence of student work, and the building best practices teaching strategies and methodologies, standards-alignment, curriculum mapping, effective literacy practices, differentiation of instruction, technology integration, benchmark assessments, and data evaluation to drive instruction. District workshops and trainings through Burton Professional Academy of Learning are offered throughout the year. For additional support, new teachers are enrolled in the Beginning Teacher Support and Assessment (BTSA) program.