

# Burton Middle 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 Middle School
<b>Street</b>	1155 North Elderwood Street
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 781-2671
<b>Principal</b>	Dr. Chastity Lollis
<b>E-mail Address</b>	clollis@burtonschools.org
<b>Web Site</b>	<a href="http://www.bmsbulldogs.org">www.bmsbulldogs.org</a>
<b>Grades Served</b>	7-8
<b>CDS Code</b>	54-71837-6100267

<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 Middle School, located on the west side of Porterville, California (population 55,023) in rural Tulare County, the heart of the San Joaquin Valley, is one of nine schools in the Burton Elementary School District. Burton Middle School served approximately 530 students in seventh and eighth grade by offering a comprehensive middle school program intended to meet the needs of all students. Burton Middle School is preparing students to be global citizens in the 21st century with sophisticated learning skills to help make notable contributions to our society. BMS is striving for student success academically and socially while focusing on the Burton Priorities. While our school is focused on the future, we are also grounded in more than 140 years of Burton Elementary School District tradition.

BMS students engage in a rich curriculum and are exposed to a world class educational experience. All students participate in a Language Arts, Common Core Mathematics, Science, History, Physical Education, and Integrated ELA/SS for 50 minutes daily. Students also participate in one elective class a year. Elective choices at BMS include: Spanish, Art, Digital Media, Video Production, Choir, Guitar, Varsity Band, Leadership, and Adventures in Agriculture. Included in some student's daily schedule is an Intervention class which offers a reteach of the focus standards for mathematics or language arts to help students master grade-level standards.

Burton Middle School provides a wide range of special classes to accommodate the diverse needs of our students. Honors Language Arts is offered to qualifying 7th and 8th grade students as well as advanced Common Core 7th & 8th math classes. In addition, BMS offers intervention tutorials during lunch time and after school.

A variety of clubs and intramural sports are available at lunch time to allow BMS students to be involved in extra-curricular activities in addition to the academic pursuits. BMS also offers several after-school athletic opportunities for students who are interested in playing football, volleyball, cross-country, soccer, wrestling, basketball, baseball, softball, and track.

BMS maintains high standards for student eligibility to participate in graduation. In order to participate in the 8th grade graduation and celebration events, a student may not have received any semester grade lower than a "C" in any course. Students must also maintain a minimum of 95% positive attendance and meet discipline criteria.

The staff at BMS is committed to ensuring that BMS students are offered a wide range of academic and social experiences that provide for a solid educational foundation.

#### **THE BMS UNIFYING VISION**

Dream IT! Live IT! Do IT!

#### **BMS UNIFYING MISSION**

BMS exists to provide a comprehensive and quality education in a vital and powerful environment where minds are engaged and challenged; where character is modeled and formed; and where service becomes an expression of who we are. We aspire to be a learning community where clarity of thinking is foundational, truth is pursued, and honor is a way of life.

#### **BMS UNIFYING CORE VALUES**

- Excellence in teaching and learning;
- An intentionally supportive and forgiving community;
- Faithfulness to our American values and heritage;
- The development of students as whole persons;
- A global perspective and experience;
- Ethnic and cultural diversity;
- The stewardship of our world's resources; and, service beyond what is expected!

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

Grade Level	Number of Students
Grade 7	256
Grade 8	277
<b>Total Enrollment</b>	<b>533</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.3
Asian	3.2
Filipino	5.4
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.2
White	24.2
Two or More Races	1.1
Socioeconomically Disadvantaged	75
English Learners	15.6
Students with Disabilities	7.3
Foster Youth	0.4

## 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	19.5	22	18	
Without Full Credential		3	4	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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	97.7	2.3
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 2015

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%
Foreign Language	Current Adoption – Good Quality	No	0%
Health	Current Adoption – Good Quality	No	0%
Visual and Performing Arts	Current Adoption – Good Quality	No	0%

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

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems.

**BMS – Deferred Maintenance 2015**

1. New Carpet- Rooms 602, 604, 605, 606, 704, 705
2. Electrical- New LED lights added to parking covers. Installed new time clocks for exterior lights. Upgraded fire alarm panel.
3. Other- Solar added to site

**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 2015				
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			

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

Year and month in which data were collected: December 2015				
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
<b>English Language Arts/Literacy</b>	28	34	44
<b>Mathematics</b>	15	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	7	258	254	98.4	50	24	22	4
	8	285	279	97.9	41	29	25	4
Male	7	258	131	50.8	59	24	14	4
	8	285	155	54.4	49	29	19	3
Female	7	258	123	47.7	41	24	31	5
	8	285	124	43.5	31	30	33	6
Black or African American	7	258	3	1.2	--	--	--	--
	8	285	3	1.1	--	--	--	--
American Indian or Alaska Native	7	258	6	2.3	--	--	--	--
	8	285	7	2.5	--	--	--	--
Asian	7	258	8	3.1	--	--	--	--
	8	285	9	3.2	--	--	--	--
Filipino	7	258	10	3.9	--	--	--	--
	8	285	19	6.7	16	21	47	16
Hispanic or Latino	7	258	170	65.9	51	28	16	5
	8	285	170	59.6	46	29	21	2
Native Hawaiian or Pacific Islander	7	258	1	0.4	--	--	--	--
White	7	258	52	20.2	54	12	35	0
	8	285	69	24.2	32	33	30	4
Two or More Races	7	258	4	1.6	--	--	--	--
	8	285	2	0.7	--	--	--	--
Socioeconomically Disadvantaged	7	258	207	80.2	52	26	19	2
	8	285	213	74.7	45	30	23	2
Students with Disabilities	7	258	22	8.5	82	14	5	0
	8	285	15	5.3	87	7	7	0
Students Receiving Migrant Education Services	7	258	16	6.2	31	38	25	6
	8	285	14	4.9	71	29	0	0
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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	7	258	254	98.4	57	28	9	5
	8	285	281	98.6	60	24	10	4
Male	7	258	131	50.8	60	27	8	5
	8	285	155	54.4	65	20	10	4
Female	7	258	123	47.7	54	29	11	5
	8	285	126	44.2	54	29	10	5
Black or African American	7	258	3	1.2	--	--	--	--
	8	285	3	1.1	--	--	--	--
American Indian or Alaska Native	7	258	6	2.3	--	--	--	--
	8	285	7	2.5	--	--	--	--
Asian	7	258	8	3.1	--	--	--	--
	8	285	9	3.2	--	--	--	--
Filipino	7	258	10	3.9	--	--	--	--
	8	285	19	6.7	26	32	26	16
Hispanic or Latino	7	258	170	65.9	61	26	9	5
	8	285	172	60.4	69	17	9	2
Native Hawaiian or Pacific Islander	7	258	1	0.4	--	--	--	--
White	7	258	52	20.2	54	37	8	2
	8	285	69	24.2	51	35	9	6
Two or More Races	7	258	4	1.6	--	--	--	--
	8	285	2	0.7	--	--	--	--
Socioeconomically Disadvantaged	7	258	207	80.2	60	29	9	2
	8	285	214	75.1	66	23	7	3
Students with Disabilities	7	258	22	8.5	82	14	0	5
	8	285	15	5.3	93	7	0	0
Students Receiving Migrant Education Services	7	258	16	6.2	38	38	19	6
	8	285	15	5.3	67	27	0	0
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	47	42	33	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	33
Male	31
Female	37
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	63
Hispanic or Latino	28
White	40
Two or More Races	--
Socioeconomically Disadvantaged	7
English Learners	3
Students with Disabilities	27
Students Receiving Migrant Education Services	7
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
<b>7</b>	21.90	20.20	17.40

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)

Burton Middle School parents have a variety of avenues through which they may become involved in their child's education. Parents may participate as members of the BMS School Site Council (SSC), which meets at least five times annually to oversee the consolidated programs and participate in site planning and decision-making. Parents participate as members of the BMS PTA, which meets monthly to promote school spirit, parent education, and supports student and staff activities. Parents may participate as members of the ELAC (English Learner Advisory Committee), which meets at least five times annually to promote parent participation in school, provide information about curricular programs and activities, provide information of interest to parents, and to serve as advisers for the English learner program at BMS. Parents may participate as members of the DELAC (District English Learner Advisory Committee) and discuss district-wide services for English learners.

Burton Middle School welcomes parents who wish to volunteer for campus events. There are many opportunities for parents to practice their strengths and meet new challenges while participating in their child's education. Parents are encouraged to attend all of the athletic, fine arts and recognition events planned throughout the school year. At the end of each semester, BMS parents are invited to attend parent/teacher/student conferences to review each student's progress toward local and state standards. Parents are also offered an opportunity to be elected on to the School Site Council and ELAC Committees.

### 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	9.26	4.12	2.75	4.81	4.67	3.32	5.07	4.36	3.80
Expulsions	0.33	0.00	0.00	0.07	0.00	0.00	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

We, at Burton Middle School, are committed to providing a safe environment for students and staff. We have developed a Safe Schools Plan in accordance with state law and pursuant to the Education Code. We understand that a safe environment is the foundation on which academic success and personal growth is built.

##### Vision Statement

We, the students, staff and parents at Burton Middle School, envision a school where students feel safe, accepted and welcome; a school where cultural diversity is recognized, appreciated and fostered; and a school where students have the opportunity to excel both academically and socially. We will strive to provide fun activities for students, which are designed to enrich their lives and encourage successful participation in the adult world.

##### Mission Statement

It is the mission of Burton Middle School to ensure students and staff is exposed to an environment, which promotes safety, unity, educational success and social growth. Our campus will be a place free of violence, harassment and drugs, where students and staff feel secure and protected. We commit to prepare each student for further educational pursuits and life as a productive member of the community. We will expose students to new experiences designed to facilitate academic goals while developing a strong sense of self-worth and individual value.

### Component #1: The School Climate

It is our goal to provide students and staff with a safe, caring and enjoyable environment in which each individual can achieve personal growth, develop strengths, and contribute to the overall success of the school. Burton Middle School has adopted the Capturing Kids Hearts program to involve students in making good choices and to recognize situations harmful to a safe school community.

#### Objective:

As a result of the implementation of the Capturing Kids Hearts, staff will issue 20% fewer behavior referrals by the end of the school year, as compared to the previous year. Further, incidents or physical aggression will be reduced, using the same time frame, also by 20%

#### Activities:

Members of the administrative team will attend workshops on the implementation of such programs, and in turn provide training and information to staff on a continual basis. The programs will be updated and renewed and monitored by the administrative team, using student and staff volunteers. Students will be exposed to the programs through assemblies, student bulletin announcements and written materials. Parents will be notified via news letters sent home, and encouraged to participate in the implementation process.

#### Objective:

As a result of students sharing in school planning and the related decision making process, as well as a community-wide education campaign, student attendance will improve, as compared to the previous school year.

#### Activities:

By the end of each school year, students will be surveyed in regard to programs they would like to see in school. Students will be actively involved in choosing school clubs, planning team competitions and activities, and participating in rallies and assemblies, on an on-going basis. Students will experience a sense of ownership in our school and find personal enjoyment and meaning in attending school on a regular basis. Through collaboration with staff, student, parents, and members of the community, an education campaign will be launched, detailing the fun and exciting activities taking place at school, while highlighting the importance of regular school attendance.

### Component #2: The Physical Environment

It is our goal to have a safe and clean campus, which facilitates a feeling of security, while instilling a sense of pride in students and staff.

#### Objective:

Through a clean campus educational campaign and the assignment of academic team responsibility areas on campus, litter, vandalism and graffiti will be reduced by 40%, as compared to the previous school year.

#### Activities:

The SLT and any other Clubs willing to participate will be assigned an area of responsibility on campus, including restrooms. Clubs can earn funds for field trips and rewards by competing against each other to have the cleanest area on campus. Clubs will also be responsible for notifying administration of any unsafe condition, damaged property or graffiti located in their assigned area. The problem will then be remedied by the administration as soon as possible. Staff members will act as examples to students by picking up litter as they move about campus. Students will be reminded to properly dispose of their litter in morning announcements, as needed throughout the year.

#### Objective:

Knowledge of the school's Crisis Response Plan by staff and students will increase by 50% by the end of the first semester, as compared to the previous year. Both details of the plan and crisis response procedures will be reviewed and practiced on an on going basis through out the year.

#### Activities:

All staff members will have an up-dated copy of the Crisis Response Plan at the beginning of each school year. The plan will be reviewed with staff at monthly meetings in August through September. Assigned teachers, in specific classes, will review the plan with students. Various components of the plan will be practiced on at least four occasions during the second semester.

## 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	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2005-2006
Year in Program Improvement*	Year 3	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 (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+

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

### 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	25	7	16	2	25	8	16	1	27	1	20	
Mathematics	22	17	12	1	26	4	18	2	25	6	15	
Science	26	3	21		25	11	12	2	27	9	33	
Social Science	27	2	19		26	5	14	2	30		18	

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)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.25	N/A
Social Worker	N/A	N/A
Nurse	0.17	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	\$5,385	\$819	\$4,566	\$58,615
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-23.9	-6.0
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-2.6	-12.9

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

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

Funded services provided at Burton Middle School include teachers, teacher's aides, books, supplies, equipment, nursing/counseling services, and administration. While the majority of the Burton Middle School budget is made up of "general" funds, additional monies are also provided through "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Learners (EL), Title IV, and Migrant Education. Other district-funded services include bus transportation, a school lunch and breakfast program, and Special Education program.

Burton Middle School provides a variety of services above and beyond regular classroom instruction. Our school psychologist is shared with other campuses but provides assistance for students in need of various services when needed. Our school nurse provides emergency medical attention as permitted by law, as well as health education for both students and staff. Our district's Staff Developer provides regular assistance to staff and is an integral component of our staff development programs. Resource Specialist staff and ELL staff also provide assistance to regular education classroom teachers, are included in regular academic team meetings and regularly provide assistance. Services from the EL Resource Teacher, bilingual aides, and a Migrant Tutor are available for identified students. The Library Media Center and the services of the Library/Media Clerk provide students with opportunities to pursue independent activities and publish their projects.

### 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)

On-going staff development activities are an essential part of Burton Middle School's efforts to maintain and improve our high-quality educational program. All BMS teachers participate in high-quality training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In-service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers.

Curriculum improvement is coordinated by the Principal and the BMS Academic Departments. Weekly meetings are held to review and plan curriculum improvements known as Data Teams. At times, several sub-committees may be working on a variety of projects.

At present the following projects are in process:

- Alignment of math local assessments with standards and new curriculum/DATA TEAMS
- Alignment of ELA local assessments with standards and new curriculum/DATA TEAMS

Eligibility criteria revisions

School-wide incentive/intervention program

Professional Planning Time: "Closing the Gap" STAR improvement strategies suggestions from the West Ed Group including strategies for engagement techniques and Kagan, Fred Jones, H. Garner and Todd Whitaker for delivery of instruction techniques and just recently staff development on Thinking Maps and Path to Proficiency.

New adoptions of curriculum or instructional practices prompt presentations by the district curriculum specialists and outside professionals. Additionally, the 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. The district did not provide staff development days in August, but offered staff development on DATA TEAMS throughout the year and also introduced new instructional practices for writing and to articulated best practices for differentiating the curriculum during our professional time on Wednesdays. The No Child Left Behind (NCLB) requirements are discussed regularly and instructional practices are cooperatively developed and reviewed to ensure best strategies.

Burton Middle School 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. Specialized staff is encouraged to attend conferences to complete educational coursework. Classified and Certificated staff is given the opportunity to select additional professional development interests, and the site and district work together to cover the costs.

Extensive professional development has been offered with the adoption of the new language arts curriculum and of the 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 Middle 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), and the administrative practices involving the California Professional Standards for Educational Leaders (CPSEL). All of the books used for book talks are research based as well as the professional development such as Transforming School Culture, Raising the Bar Closing the Gap, Professional Learning Communities and Smart Goals. District staff development is always linked to standards and researched based best practices.