

Oak Grove 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)

School Contact Information	
School Name	Oak Grove Elementary School
Street	1873 West Mulberry Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 784-0310
Principal	Troy Hayes
E-mail Address	thayes@burtonschools.org
Grades Served	K-6
CDS Code	54-71837-6105506

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)

Oak Grove Elementary School is located on the west side of Porterville, California, in rural Tulare County, in the heart of the San Joaquin Valley. Oak Grove serves approximately 575 students in transitional kindergarten through fifth grade, and is one of nine schools comprising the Burton School District. Oak Grove Elementary School is staffed with one principal, twenty-three regular classroom teachers, and 1.7 resource specialists. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: one full-time secretary, one part-time clerk, two part-time reading intervention aides, one part-time ELL aide, four part-time special education aides, one part-time library clerk, and a full-time and part-time custodian. Additionally, the school receives services from a district nurse and a district school psychologist. Fourth and fifth grade students are also provided instruction from a district instrumental music teacher and one physical education teacher. Oak Grove also houses 2 state pre-schools that serve approximately 100 students.

Oak Grove School provides a complete and unique educational experience for all its students. Every classroom is equipped with networked computers, projectors, and document cameras. We have a computer lab with 32 stations where students can access information for research purposes or utilize subject matter software such as Accelerated Reader, Odyssey Math, and Ultra Key Keyboarding. Our school library also houses networked computers for student use for such purposes as Accelerated Reader and Waterford, an early literacy intervention software program. Our library houses thousands of fiction and non-fiction books for readers at all levels.

Vision:

Oak Grove Elementary School will provide a safe, caring environment that fosters the development of students who are critical thinkers, life-long learners, and who emulate positive character traits.

Mission:

Oak Grove Elementary School will provide a well-rounded and comprehensive educational experience for all students. We are committed to ensuring the academic and socio-emotional success of each student by:

1. providing quality, research-based, data-driven instruction
2. implementing research-based engagement strategies daily
3. providing intervention support for those students needing additional assistance in meeting grade level standards
4. providing enrichment activities for those students who have demonstrated mastery of grade level standards
5. focusing on "Reading, Writing, and Discussion" across all curricular areas
6. emphasizing the development of character through Character Counts and weekly class meetings

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

Grade Level	Number of Students
Kindergarten	119
Grade 1	92
Grade 2	93
Grade 3	88
Grade 4	88
Grade 5	93
Total Enrollment	573

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1
Asian	3.1
Filipino	2.4
Hispanic or Latino	70.5
White	21.1
Two or More Races	1.6
Socioeconomically Disadvantaged	81.5
English Learners	28.1
Students with Disabilities	6.6
Foster Youth	0.2

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	18	20		
Without Full Credential		5		
Teaching Outside Subject Area of Competence (with full credential)				

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	82.6	17.4
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)

OG - Deferred Maintenance 2008

1. Cafeteria – Door hardware (4), VCT.
2. Kitchen – VCT, FRP on walls, plumbing fixtures, bathroom fixtures and paint exterior walls.
3. Office –Paint restroom partitions and replace fixtures.
4. 101 – Cabinet, sink, countertops & fixtures.
5. 102 - Cabinet, sink, countertops & fixtures.
6. 402 – Doors/frames hardware, stucco repair.
7. 403 - Doors/frames hardware, stucco repair.
8. 500 Wing bathrooms – Tile, sinks, fixtures & exterior doors.
9. 604 – Plumbing Fixtures.
10. 701 – Plumbing Fixtures.
11. 702 – Cabinet repair/ Plumbing fixtures.
12. 703 – Plumbing Fixtures.
13. 704 – Plumbing Fixtures.
14. 801 – Cabinet repair.
15. 802 – Carpet/VCT, .
16. 803 – Plumbing fixtures.
17. 804 – Plumbing fixtures.
18. 805 – Cabinet repair/plumbing fixtures.
19. 8 exterior drinking fountains and fixtures.
20. Asphalt – slurry coat all asphalt 2010/2011.
21. Exterior lights.
22. Door stops for 20 doors.
23. HVAC - Unit replacement. Several units
24. Electrical Systems – Intercom, Bells and Fire Alarm \$150,000.00
25. Plumbing at several locations.\$25,000.00

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Installed new shade structure on playground and removed several trees

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	28	34	44
Mathematics	13	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	97	97	100.0	44	30	12	11
	4	90	90	100.0	52	18	11	18
	5	96	94	97.9	45	23	28	3
Male	3	97	53	54.6	47	25	11	13
	4	90	46	51.1	65	15	9	9
	5	96	56	58.3	57	23	20	0
Female	3	97	44	45.4	41	36	14	9
	4	90	44	48.9	39	20	14	27
	5	96	38	39.6	26	24	39	8
American Indian or Alaska Native	3	97	2	2.1	--	--	--	--
	5	96	1	1.0	--	--	--	--
Asian	3	97	3	3.1	--	--	--	--
	4	90	2	2.2	--	--	--	--
	5	96	4	4.2	--	--	--	--
Filipino	3	97	2	2.1	--	--	--	--
	4	90	5	5.6	--	--	--	--
Hispanic or Latino	3	97	62	63.9	50	27	10	10
	4	90	70	77.8	51	20	13	16
	5	96	71	74.0	46	20	31	3
White	3	97	26	26.8	27	38	19	15
	4	90	13	14.4	54	8	0	31
	5	96	17	17.7	47	29	12	6
Two or More Races	3	97	2	2.1	--	--	--	--
	5	96	1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3	97	87	89.7	47	30	11	9
	4	90	76	84.4	50	20	12	17
	5	96	78	81.3	47	24	26	1
Students with Disabilities	3	97	9	9.3	--	--	--	--
	4	90	13	14.4	77	15	0	0
	5	96	9	9.4	--	--	--	--
Students Receiving Migrant Education Services	3	97	6	6.2	--	--	--	--
	4	90	9	10.0	--	--	--	--
	5	96	6	6.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	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
All Students	3	97	97	100.0	51	28	19	1
	4	90	90	100.0	60	22	12	3
	5	96	95	99.0	68	24	4	1
Male	3	97	53	54.6	53	21	21	2
	4	90	46	51.1	67	17	9	2
	5	96	57	59.4	67	26	5	2
Female	3	97	44	45.4	48	36	16	0
	4	90	44	48.9	52	27	16	5
	5	96	38	39.6	71	21	3	0
American Indian or Alaska Native	3	97	2	2.1	--	--	--	--
	5	96	1	1.0	--	--	--	--
Asian	3	97	3	3.1	--	--	--	--
	4	90	2	2.2	--	--	--	--
	5	96	4	4.2	--	--	--	--
Filipino	3	97	2	2.1	--	--	--	--
	4	90	5	5.6	--	--	--	--
Hispanic or Latino	3	97	62	63.9	56	26	15	2
	4	90	70	77.8	61	24	10	3
	5	96	72	75.0	74	21	3	1
White	3	97	26	26.8	35	31	31	0
	4	90	13	14.4	54	15	23	0
	5	96	17	17.7	59	29	6	0
Two or More Races	3	97	2	2.1	--	--	--	--
	5	96	1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3	97	87	89.7	52	29	17	0
	4	90	76	84.4	59	22	13	3
	5	96	79	82.3	66	28	4	0
Students with Disabilities	3	97	9	9.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	90	13	14.4	85	8	0	0
	5	96	9	9.4	--	--	--	--
Students Receiving Migrant Education Services	3	97	6	6.2	--	--	--	--
	4	90	9	10.0	--	--	--	--
	5	96	6	6.3	--	--	--	--
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)			14			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	14
Male	14
Female	15
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	13
White	12
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	15
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.

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	22.10	17.90	18.90

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)

Oak Grove parents are invited to participate in a yearly School Site Council election. School Site Council members are elected for a two-year term. Open positions are elected at the beginning of each school year. In addition to the site council, parents may join various committees and advisory boards at the district level as well as in the Burton Foundation. The foundation was organized to support success for all children. The foundation raises money throughout the year and returns the money directly to the classroom in support of curriculum. Parents of English learners are encouraged to join the English Learner Advisory Committee. This committee provides parents an avenue to express their concerns as well as assist in guiding the curriculum and instruction of this, and other program areas.

Oak Grove School has an active Parent Teacher Association that allows parents many opportunities for involvement in their child's education. From helping in the classroom and library, to fundraising for enriching supplemental field trips and activities, many parents are actively involved in providing support for the students and school programs. Additionally, parents are encouraged to share their expertise and talents with teachers and students. Parents volunteer to lead centers, small tutoring groups, and even direct music. The establishment of room parents begins each year. A parent volunteer coordinator, with the help of individual room parents, coordinates the volunteer help for short-term events such as field trips or PTA events. Individual teachers then establish regular parent volunteer schedules in the classroom.

Monthly district calendars are available online to inform parents of school events. The School Accountability Report Card is prepared and distributed each year as well as a District Annual Report. Classroom teachers send home monthly or weekly newsletters describing upcoming events and curricular activities in their classrooms. The principal regularly sends newsletters home to keep parents informed about important events or issues concerning the students and programs at Oak Grove School. Such information can also be accessed on the Oak Grove website.

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	1.42	3.20	3.08	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)

Oak Grove School has designed a School Safety/Crisis Plan that is designed to create and maintain a safe school environment, supporting the learning and success of all children. This plan is not static, but active. It is designed to evolve and adapt to meet the changing needs of our school community. The plan is revisited and updated yearly and components of the plan may be revised or added to throughout the year as needed. Oak Grove strongly focuses on Character Counts and a defined set of classroom and playground rules which stress positive behaviors. Teachers, administrators, and paraprofessionals perform regular yard and bus duties to ensure the safety of our students on their way to and from school, as well as at recess time. Class meetings are held every Wednesday so that teachers can engage students in discussions regarding positive behavior and good decision making. Students may also choose to discuss and problem solve school or safety issues such as inappropriate playground behavior or bullying.

Included in the plan is a safe route to school for all students. This is reviewed yearly by school and transportation department personnel and is updated as needed. In addition, fire drills and lock down drills are conducted on a regular basis. Emergency/disaster procedures (such as earthquake, flood, chemical accident, bomb threat, intruder on campus, etc.) are reviewed at the beginning of the school year. Each teacher has a School Safety/Crisis Plan binder in their classroom and binders may be found in each room on campus. Explicit plans and procedures for any and all potential incidents may be found in the binders.

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	2010-2011	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+
K	26		4		23	2	4		24		5	
1	23		4		26		3		23		4	
2	26		3		25		3		23		4	
3	30		3		27		3		22	1	3	
4	26		3		31		3		29		3	
5									31		3	

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
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.17	N/A
Social Worker	N/A	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	0.17	N/A
Resource Specialist	1	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	\$5,329	\$975	\$4,354	\$65,888
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-27.4	5.7
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-7.2	-2.1

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

Types of Services Funded (Fiscal Year 2014-15)

At Oak Grove Elementary School, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of Oak Grove Elementary 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), State Compensatory Education (SCE), Title 1, Title VI, Migrant Education.

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)

Professional staff development is an integral part of Oak Grove. Every Wednesday is a minimum day with all students being dismissed at 1:00PM. During this Wednesday common planning time, teachers participate in the data teams process. There is a focus on curriculum and research-based instructional and engagement strategies within and across grade level teams. Teachers analyze dis-aggregated student data to identify specific needs. Goals are established, and ongoing teacher-designed classroom assessments are administered; these, in turn, drive instructional practices across each grade level. The Burton District has supported the weekly Wednesday professional development time by providing adequate busing for students and by purchasing professional books and materials as requested. With the weekly early dismissal time, student schedules were changed to allow primary grades to have 9% more instructional minutes than the state requirement, and fourth and fifth grade to have 17% more instructional minutes than required.

New teachers are provided three days of staff development before the school year begins. The district also supports teachers in their efforts to obtain CLAD (or other related) certification, as well as several levels of technology training.

The Burton Professional Academy for Leadership and Learning also serves both certificated and classified employees by offering numerous workshops and training for a variety of areas (curriculum and instruction, behavior management, etc.)