

Burton Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Burton Elementary School
Street	2375 West Morton Street
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 784-2401
Principal	Lily Shimer
E-mail Address	ishimer@burtonschools.org
CDS Code	54-71837-6053870

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Web Site	www.burtonschools.org
Superintendent	Gary Mekeel
E-mail Address	gmekeel@burtonschools.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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 600 students in Kindergarten through Fourth Grade, 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.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

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.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	100
Grade 1	120
Grade 2	125
Grade 3	122
Grade 4	127
Total Enrollment	594

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	21
American Indian or Alaska Native	1	Two or More Races	1.7
Asian	3.9	Socioeconomically Disadvantaged	87
Filipino	3.5	English Learners	34.8
Hispanic or Latino	68.2	Students with Disabilities	7.6
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	19.67	0	0	19.7	6	0	0	25	0	4	0
1	20	20	0	0	19.5	6	0	0	20	6	0	0
2	20.33	18.17	0	0	19.3	6	0	0	25	0	5	0
3	19.83	29.75	0	0	29.8	0	4	0	30.5	0	4	0
4	30.75	29	4	0	29.3	0	4	0	31.8	0	4	0
Other	0	0	0	0					0	1	0	0

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Burton Elementary is also in the process of reviewing and updating the safety plan. During this process the plan is to add a system that will provide every adult on the campus with an electronic signaling device that will be worn throughout the instructional/work day. When activated, and simultaneously, our police "first responders" will be dispatched to the site, an audible siren will signal an immediate lockdown, and the district office will be notified, all within a moment once activated.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	7.74	2.9	6.0	18.23	11.97	10.0
Expulsions	0	0	0	0	0.03	0.02

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
 - Description of any planned or recently completed facility improvements
 - The year and month in which the data were collected
 - Description of any needed maintenance to ensure good repair
-

Year and month in which data were collected: December 2012

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 (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[]	[]	New tile added to 500 wing
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	Installed new PA System Tracy Tucker/Director of MOT/Risk Manager 12-19-12

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	29	26	24	194
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

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	---
Library Media Services Staff (Paraprofessional)	0.75	---
Psychologist	0.17	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.17	---
Resource Specialist	1	---
Other	N/A	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,550	\$1,084	\$4,466	\$62,015
District	---	---	\$5,425	\$59,608
Percent Difference: School Site and District	---	---	19	5
State	---	---	\$5,455	\$65,598
Percent Difference: School Site and State	---	---	20	3

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,174	\$40,962
Mid-Range Teacher Salary	\$58,745	\$63,212
Highest Teacher Salary	\$79,155	\$80,545
Average Principal Salary (Elementary)	\$98,395	\$102,057
Average Principal Salary (Middle)	\$114,735	\$106,108
Average Principal Salary (High)	\$122,465	\$110,838
Superintendent Salary	\$171,592	\$152,557
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	48	50	53	49	50	50	52	54	56
Mathematics	63	62	58	52	51	46	48	50	51
Science				52	54	56	54	57	60
History-Social Science				31	41	39	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50	46	56	39
All Student at the School	53	58		
Male	46	54		
Female	58	61		
Black or African American				
American Indian or Alaska Native				
Asian	87	80		
Filipino	69	56		
Hispanic or Latino	48	56		
Native Hawaiian/Pacific Islander				
White	58	61		
Two or More Races				
Socioeconomically Disadvantaged	48	54		
English Learners	49	57		
Students with Disabilities	31	26		
Students Receiving Migrant Education Services	49	51		

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	6	5
Similar Schools	3	8	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	39	-10	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	58	-2	-7
Native Hawaiian/Pacific Islander			
White	31	-23	-1
Two or More Races			
Socioeconomically Disadvantaged	32	-6	-3
English Learners	61	-17	9
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	355	793	2,945	765	4,664,264	788
Black or African American	1		32	768	313,201	710
American Indian or Alaska Native	5		37	778	31,606	742
Asian	15	919	76	842	404,670	905
Filipino	14	877	103	858	124,824	869
Hispanic or Latino	237	778	1,769	734	2,425,230	740
Native Hawaiian/Pacific Islander	0		1		26,563	775
White	74	798	914	805	1,221,860	853
Two or More Races	9		12	784	88,428	849
Socioeconomically Disadvantaged	294	774	2,068	738	2,779,680	737
English Learners	123	788	759	708	1,530,297	716
Students with Disabilities	35	541	225	591	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2005-2006
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Burton Elementary professional development is driven by academic progress reported through the Benchmark exams given each trimester and with the STAR data reported annually in the fall. The site principal along with the faculty disaggregates student data to determine the holes 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 focus for the trimester and set incremental goals throughout the year to improve student achievement for all levels of learners including EL students, Special Education, and students who have not passed benchmark exams or who have not achieved at the proficient or advanced levels on the State testing.

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. Specialized staff is encouraged to attend conferences to complete educational coursework. Classified and Certificated staff is given the opportunity to select additional professional development of interest and the site and district work together to cover the costs.

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 Backwards Design, Professional Learning Communities and Data Teams. District staff development is always linked to standards and researched based best practices.