

Burton Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	Jamie McGlasson
E-mail Address	jmcglasson@burtonschools.org
Web Site	www.burtonschool.org
CDS Code	54-71837-6053870

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

School Description and Mission Statement (Most Recent Year)

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

Committed to Our Students

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	95
Grade 1	99
Grade 2	93
Grade 3	119
Grade 4	122
Total Enrollment	528

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.9
Asian	3.4
Filipino	3.4
Hispanic or Latino	71.0
Native Hawaiian or Pacific Islander	0.4
White	19.7
Two or More Races	0.4
Socioeconomically Disadvantaged	80.7
English Learners	39.4
Students with Disabilities	3.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	20	22	178
Without Full Credential	0		2	16
Teaching Outside Subject Area of Competence (with full credential)	0		0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: August 2011

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

School Facility Conditions and Planned Improvements (Most Recent Year)

BES - Deferred Maintenance 2008

1. Teachers Lounge – New HVAC Unit, cabinets & fixtures (asbestos may be under sink).
2. Kitchen – New lights, paint, drop ceiling plumbing fixtures.
3. Cafeteria – 4 new doors & hardware, tack board around milk boxes, drop ceiling in stage area w/T-Bar.
4. Office – Replace vanity, sink & fixtures. Electrical panel cover for low voltage.
5. Bells/Intercom/Phone and fire alarm systems needs to be replaced.
6. Repair concrete curb in front of school caused by tree root damage.
7. Room 101 – Cabinet/sink/countertop & plumbing fixtures.
8. Room 102 – Cabinet/sink/countertop & plumbing fixtures.
9. Room 102 – Cabinet/sink/countertop & plumbing fixtures.
10. Room 104 – 2 doors & hardware, carpet.
11. Room 201 – Cabinet/sink/countertop & plumbing fixtures & carpet.
12. Room 202 – Cabinet/sink/countertop & plumbing fixtures.
13. Room 203 – Cabinet/sink/countertop & plumbing fixtures.
14. Room 204 – Cabinet/sink/countertop & plumbing fixtures.
15. Room 205 – Cabinet/sink/countertop & plumbing fixtures.
16. Room 206 - Cabinet/sink/countertop & plumbing fixtures.
17. 200 Wing – 3 doors & hardware to be replaced.
18. 200 Wing Bathrooms – Tile, paint new sinks, toilets & fixtures.
19. 300 Wing bathrooms - Tile, paint new sinks, toilets & fixtures.
20. Room 301 – Cabinet/sink/countertop & plumbing fixtures.
21. Room 302 – Cabinet/sink/countertop & plumbing fixtures.
22. Room 303 – Cabinet/sink/countertop & plumbing fixtures.
23. Room 304 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
24. Room 305 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
25. Room 306 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
26. Room 307 – Carpet, Cabinet/sink/countertop & plumbing fixtures.
27. Library – Stucco repair/patch on south side of building.
28. Repair concrete north side of room 407
29. Room 401 – T-Bar ceiling and lights, Cabinet/sink/countertop & plumbing fixtures.
30. Room 404 - Cabinet/sink/countertop & plumbing fixtures.
31. Room 405 – Cabinet/sink/countertop & plumbing fixtures.
32. Repair concrete north side of 401 and 402.
33. Room 501 - Cabinet/sink/countertop & plumbing fixtures, T-Bar ceiling, paint walls.
34. Room 502 - Cabinet/sink/countertop & plumbing fixtures, T-Bar ceiling, paint walls.
35. 503 – Replace drinking fountains.
36. 504 – Replace drinking fountains.
37. 506 – Replace drinking fountains.
38. 507 – Replace drinking fountains.
39. 508 - Replace drinking fountains.
40. 509 - Replace drinking fountains.
41. 510 - Replace drinking fountains.
42. 500 Wing bathrooms – Tile walls and floors, paint ceiling, replace plumbing fixtures, doors and hardware.
43. Exterior lighting.
44. Exterior Drinking Fountains – 8 replace fixtures/plumbing.
45. Exterior painting of campus.
46. Parking lot area and asphalt play areas – Slurry Coat.
47. Roof replacement 100, 200, 300 wings.
48. HVAC – 7 units to be replaced.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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]	[]	[]	New playground equipment and shade structure installed

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				56	51	47	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50	53	45	50	50	45	54	56	55
Mathematics	62	58	64	51	46	46	49	50	50
History-Social Science				41	39	40	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	4
Similar Schools	5	6	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-10	2	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	-7	-15
Native Hawaiian/Pacific Islander			
White	-23	1	51
Two or More Races			
Socioeconomically Disadvantaged	-6	-3	-2
English Learners	-17	9	-26
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2013-14)

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.2	2.1	1.5	0.3	4.8	4.7	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	25	0	4	0	26		4		24		4	
1	20	6	0	0	24		4		25		4	
2	25	0	5	0	25		5		23		4	
3	30.5	0	4	0	24	1	4		30		4	
4	31.8	0	4	0	29		4		31		4	
Other	0	1	0	0								

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 2013-14)

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)	0.40	---
Psychologist	0.17	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.17	---
Resource Specialist	1.5	---
Other	N/A	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,086	\$664	\$4,422	\$70,462
District	---	---	\$5,999	\$62,358
Percent Difference: School Site and District	---	---	-26.3	13.0
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-5.7	4.7

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$41,535
Mid-Range Teacher Salary	\$62,108	\$64,101
Highest Teacher Salary	\$83,686	\$82,044
Average Principal Salary (Elementary)	\$105,212	\$104,336
Average Principal Salary (Middle)	\$121,188	\$107,911
Average Principal Salary (High)	\$120,310	\$102,488
Superintendent Salary	\$138,00	\$155,309
Percent of Budget for Teacher Salaries	39	41
Percent of Budget for Administrative Salaries	8	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

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

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

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

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