

# Burton Pathways Charter Academy

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

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

### 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., 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 (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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Burton Pathways Charter Academy
Street	1414 West Olive Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-4748
Principal	Troy Hayes
E-mail Address	thayes@burtonschools.org
CDS Code	54-71837-0122705

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

### School Description and Mission Statement (School Year 2012-13)

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

#### School Mission Statement

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

#### Community and School Profile

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

#### Opportunities for Parental Involvement (School Year 2012-13)

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

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

## III. 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 (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	15	22	28	50	50	45	54	56	55
Mathematics		7	19	51	46	46	49	50	50
Science	20		15	54	56	51	57	60	59
History-Social Science	18	20	29	41	39	40	48	49	49

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.

### 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	45	46	51	40
All Student at the School	28	19	15	29
Male	20	21	17	26
Female	39	17		32
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22	23	7	30
Native Hawaiian/Pacific Islander				
White	41	15		31
Two or More Races				
Socioeconomically Disadvantaged	29	14	21	29
English Learners	18			25
Students with Disabilities				
Students Receiving Migrant Education Services	23			

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	15	9	32	38	29	39	59	56	57
Mathematics	14	16	25	29	38	29	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61	26	13	71	22	6
All Students at the School	68	23	9	75	15	10
Male	85	15		92		8
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	73	9	18			
Two or More Races						
Socioeconomically Disadvantaged	69	19	13	79	7	14
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

## IV. 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 Web page 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	2010	2011	2012
Statewide		1	1
Similar Schools			

**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	B	66	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	42	635	3,021	753	4,655,989	790
Black or African American	1		30	735	296,463	708
American Indian or Alaska Native	0		36	750	30,394	743
Asian	0		78	843	406,527	906
Filipino	0		108	844	121,054	867
Hispanic or Latino	28	667	1,865	729	2,438,951	744
Native Hawaiian/Pacific Islander	0		4		25,351	774
White	13	564	888	786	1,200,127	853
Two or More Races	0		12	786	125,025	824
Socioeconomically Disadvantaged	37	632	2,250	728	2,774,640	743
English Learners	16	620	884	717	1,482,316	721
Students with Disabilities	1		241	565	527,476	615

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	No
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	12
Grade 10	21
Grade 11	33
Grade 12	52
Total Enrollment	118

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	22.9
American Indian or Alaska Native	1.7	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	89.0
Filipino	0.0	English Learners	37.3
Hispanic or Latino	73.7	Students with Disabilities	1.7
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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												
1												
2												
3												
4												
5												
6												
Other												

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	2010-11			2011-12			2012-13					
	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	13.4	5	0	0	34	0	1	1	10	4	2	
Mathematics	16.5	3	1	0	17.3	2	1	0	20	2	1	
Science	18.2	3	2	0	21.3	2	2	0	20	3	1	
Social Science	16.8	6	2	0	20.3	2	5	0	19	5	1	

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

### School Safety Plan (School Year 2012-13)

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

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

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

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	45.21	32.0	10.4	11.97	10.0	4.8
Expulsions	1.37	1.0	0	0.03	0.02	0.1

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



## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

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

### School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: December 2013				
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 Rate

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

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	4	8	185
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as 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 Web page at [www.cde.ca.gov/nclb/sr/tq/](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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.17	---
Social Worker	N/A	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.17	---
Resource Specialist	N/A	---
Other	N/A	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption – Good Quality	No	0
Mathematics	Current Adoption – Good Quality	Yes	0
Science	Current Adoption – Good Quality	Yes	0
History-Social Science	Current Adoption – Good Quality	Yes	0
Foreign Language	Current Adoption - Good Quality		
Health	Current Adoption – Good Quality	Yes	0
Visual and Performing Arts	Drum equipment and 8 guitars		
Science Laboratory Equipment (grades 9-12)	Lab is equipped with tables and stools for 24 students, four microscopes, four scales, and a teaching set of glassware and slides		0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	582,711	n/a	\$7,982	\$40,966
District	---	---	\$5,425	\$60,571
Percent Difference: School Site and District	---	---	47.1	-32.4
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	44.2	-38.5

**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 Web page 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 Web page 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 2012-13)

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

A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,873	\$41,327
Mid-Range Teacher Salary	\$59,719	\$63,903
Highest Teacher Salary	\$80,467	\$81,573
Average Principal Salary (Elementary)	\$98,394	\$103,887
Average Principal Salary (Middle)	\$114,735	\$107,439
Average Principal Salary (High)	\$112,478	\$102,399
Superintendent Salary	\$171,592	\$155,551
Percent of Budget for Teacher Salaries	37.1%	40.7%
Percent of Budget for Administrative Salaries	7.6%	6.2%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate		30.80	37.80		20.50	20.30	16.60	14.70	13.10
Graduation Rate		53.85	40.54		70.45	67.57	80.53	77.14	78.73

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	20	55	418,598
Black or African American		1	28,078
American Indian or Alaska Native		2	3,123
Asian			41,700
Filipino		1	12,745
Hispanic or Latino	19	34	193,516
Native Hawaiian/Pacific Islander			2,585
White	1	17	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	19	42	217,915
English Learners	10	17	93,297
Students with Disabilities	1	8	31,683

### Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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

### Career Technical Education Participation (School Year 2012-13)

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

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	15.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

**Advanced Placement Courses (School Year 2011–12)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

\* Where there are student course enrollments.

## **XII. 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.)?

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