

Burton Horizon Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

School Contact Information	
School Name	Burton Horizon Academy
Street	1414 W. Olive Ave.
City, State, Zip	Porterville
Phone Number	(559) 782-4748
Principal	Matthew McCracken
E-mail Address	mmccracken@burtonschools.org
Web Site	www.burtonhorizon.org
CDS Code	54-71837-0122705

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8032
Superintendent	Dr. Sharon Kamberg
E-mail Address	skamberg@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (School Year 2016-17)

School Description

Burton Horizon Academy is a small, but comprehensive, dependent charter high school serving students in grades nine through twelve. The school is housed in a single building located in a commercial district in Porterville, California. The staff members at Burton Horizon Academy are committed to helping students catch-up, keep-up, and graduate on schedule by engaging and inspiring students through hands-on Career Technical Education in culinary arts, horticulture, and robotics.

School Mission Statement

To prepare students for life, employment, and continuing education through a flexible, holistic, and individualized approach to learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	7
Grade 10	11
Grade 11	22
Grade 12	39
Total Enrollment	79

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.3
Asian	0
Filipino	0
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0
White	31.6
Two or More Races	0
Socioeconomically Disadvantaged	89.9
English Learners	24.1
Students with Disabilities	7.6
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	4	3	155
Without Full Credential	0	0	0	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2015-16)

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	0.0
All Schools in District	90.6	9.4
High-Poverty Schools in District	90.6	9.4
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 2016-17)

Year and month in which data were collected: September 2016

All core curriculum subjects meet sufficient textbook requirements for students. Non-adopted materials are used in the elective subject areas. All teachers have teacher editions for each textbook.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Current Adoption – Good Quality	Yes	0
Science Laboratory Equipment (grades 9-12)	Lab is equipped with tables and stools for 24 students, a lab project cart, specimen display cases, eight microscopes, four scales, and a teaching set of glassware and slides.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Burton Horizon Academy provides a safe and clean environment for the staff and students. The site includes eight classrooms and two multi-use rooms that support the instruction in the core curriculum as well as vocational classes in culinary arts, horticulture, and robotics. Burton School District schedules regular maintenance to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

Significant maintenance, repair, and remodeling of the facility was completed in the 2015-2016 and 2016-2017 school years including: new exterior paint, removal of chain-link fences, repainting of two multi-use rooms, installation of four 75" wall mounted flat-screen displays, construction of a staff restroom, remodeling of student restrooms, repositioning of basketball equipment to create a full basketball court, installation of a volleyball court, and installation of new signs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
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			New faculty restroom installed.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Paint exterior of building.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	14	34	35	44	48
Mathematics	0		20	21	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	21	84.0	14.3
Male	11	11	10	90.9	
Female	11	14	11	78.6	27.3
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	17	14	82.3	7.1
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	22	19	86.4	10.5
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	21	84.0	
Male	11	11	10	90.9	
Female	11	14	11	78.6	
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	17	14	82.3	
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	22	19	86.4	
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	27	21	27	47	38	36	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	15	11	73.3	27.3
Socioeconomically Disadvantaged	12	9	75.0	11.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

The Culinary Arts program is taught by a chef certificated in educational culinary arts. The curriculum centers around basic restaurant skills that include knife skills, simple preparation, presentation, dietary knowledge, and ServeSafe(R) certification. Students are prepared for entry level positions in the restaurant industry. Culinary arts instruction correlates to instruction in mathematics, horticulture, and writing. Culinary Arts classes include: Culinary Arts 1, Culinary Arts 2, and Culinary Arts 3.

The Horticulture program provides students with another avenue for hands-on learning and provides tangible application and study of curriculum from Earth Science, Biology, and Agriscience. Students in the horticulture program work to produce vegetables that are then used in the Culinary program. The Horticulture program is comprised of courses in Earth Science, Biology, and Agriscience.

The Robotics program also affords students an opportunity for project based hands-on learning. Students learn to apply the principles of the design cycle as they research, design, construct, and test robotics to perform specific tasks. Computer aided design (CAD) is incorporated into instruction as students use 3D modeling software to design components which they then print using the school's 3D printer. The Robotics Program includes Robotics 1 and Robotics 2.

Burton Horizon Academy has begun offering dual enrollment and articulated classes through Porterville College. This progression has begun with a course in College and Career Readiness and two courses in customer service. The offerings through Porterville College will become another CTE option available to students through which they will be able to earn a certificate in Industrial Maintenance.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	34
% of pupils completing a CTE program and earning a high school diploma	59%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 (School Year 2016-17)

Parents are invited and encouraged to participate in the School Site Council(SSC)/Parent Advisory Group(PAG). The SSC/PAG meets at least once a month. At these meetings parents are invited to offer input regarding courses, curriculum, interventions, activities, and extra-curricular activities. Site LCAP expenditures are reviewed and approved by the SSC/PAG. Parents are asked to volunteer time and materials for school fundraisers and activities.

Parents are also asked to attend and participate in parent/teacher conferences, school staffing panels, attendance review meetings and individualized educational plan meetings. All of these are intended to be a collaborative effort in which parents, students, and staff work together to create the best possible educational outcomes for each student.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	32.00	44.90	45.70	23.50	30.80	27.60	11.40	11.50	10.70
Graduation Rate	52.00	51.02	45.71	64.71	66.67	67.24	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	75	85	86
Black or African American	0	100	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	60	77	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	25	42	54
Students with Disabilities	62	82	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.9	6.3	8.6	4.7	3.3	2.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.9	0.0	0.0	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The staff at Burton Horizon Academy believes in safety before all else. Annual reviews of safety plans, policies, and procedures ensure compliance with all laws, rules, and regulations. The Burton Horizon Academy safety plan was last updated on April 1, 2016. Fire drills are held monthly and disaster drills are conducted on a yearly basis. Copies of the safety plan are maintained in a safety binder in each classroom along with student emergency contact listings, a school site map, and a first aid kit. Access to the campus is controlled and activity in all common areas is recorded with video surveillance equipment.

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.

Federal Intervention Program (School Year 2016-17)

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	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 (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	15	6	1		10	9	2		12	5		
Mathematics	16	3	1		16	3	1		12	7		
Science	19	4	1		17	4	1		7	4		
Social Science	17	4			11	8	1		12	2		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.17	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.17	N/A
Resource Specialist	N/A	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,571	\$144	\$10,716	\$69,857
District	N/A	N/A	\$6,934	\$63,685
Percent Difference: School Site and District	N/A	N/A	54.5	9.7
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	88.8	-2.4

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

Types of Services Funded (Fiscal Year 2015-16)

At Burton Horizon 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. Our district Special Education program provides supplemental instructional services. Our school breakfast and lunch program is provided district wide.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,817	\$44,507
Mid-Range Teacher Salary	\$65,213	\$68,910
Highest Teacher Salary	\$87,870	\$88,330
Average Principal Salary (Elementary)	\$107,447	\$111,481
Average Principal Salary (Middle)	\$115,074	\$115,435
Average Principal Salary (High)	\$120,803	\$113,414
Superintendent Salary	\$158,996	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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. Students are dismissed at 1:30 P.M. on Wednesdays for the purpose of structured collaboration and staff development. The school's professional learning community focuses on student data, evidence of student work, and the building of 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 the Burton Professional Academy of Leadership and Learning are offered throughout the year. For additional support, new teachers are enrolled in the Beginning Teacher Support and Assessment (BTSA) program.