

Burton Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Brooke Torres
E-mail Address	btorres@burtonschools.org
Web Site	http://www.burtonbullpups.org
CDS Code	54-71837-6053870

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
E-mail Address	sergio.mendoza@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (School Year 2018-19)

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 590 students in Kindergarten through Sixth 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, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student.

School Vision: Burton Elementary strives to be a neighborhood school where staff and students feel valued and appreciated; authentic learning takes place, and technology is used to educate the whole child. School Mission: Burton Elementary School seeks to establish itself as a present-day, neighborhood school by encouraging family gatherings, service projects, and parent volunteers; Burton Elementary School will meet the demands of the 21st century by expanding technology in each classroom and emphasizing creativity, critical thinking, and collaboration. Burton Elementary School will bring the 1:World vision to life by using technology to focus on community and social awareness issues. Burton Elementary centers our culture around Capturing Kids Hearts. We seek to make sure that each child and staff members feels that they are a valued member of our BES community. Technology will play a pivotal role in this process as students and adults explore significant and relevant ways in which they can impact their local or global community and enhance student learning.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	97
Grade 1	70
Grade 2	79
Grade 3	78
Grade 4	82
Grade 5	86
Grade 6	93
Total Enrollment	585

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.0
Asian	2.9
Filipino	2.2
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.3
White	14.9
Socioeconomically Disadvantaged	87.5
English Learners	25.6
Students with Disabilities	5.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	20	24	181
Without Full Credential	4	5	2	47
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

The Department of Curriculum and Instruction is leading Burton staff through a review and pilot of ELA curriculum for a possible new adoption (16-17). New adoption was currently phased in during the 17-18 school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2017) – Good Quality	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Current Adoption (2014) – Good Quality	Yes	0%
Science	Current Adoption (2007) – Good Quality	Yes	0%
History-Social Science	Current Adoption (2007) – Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	HVAC replacement scheduled for 2019
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roofs are in need of repair and repairs are scheduled
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds are in poor condition due to City watering standards that does not allow enough water to maintain healthy turf

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Poor

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	32.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	23.0	31.0	23.0	27.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	336	99.41	32.14
Male	187	186	99.47	27.96
Female	151	150	99.34	37.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	266	264	99.25	29.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100.00	37.78
Socioeconomically Disadvantaged	304	302	99.34	31.13
English Learners	118	117	99.15	29.06
Students with Disabilities	25	25	100.00	4.00
Students Receiving Migrant Education Services	32	32	100.00	25.00
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	337	99.7	31.45
Male	187	186	99.47	32.26
Female	151	151	100	30.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	266	265	99.62	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100	42.22
Socioeconomically Disadvantaged	304	303	99.67	30.03
English Learners	118	118	100	27.12
Students with Disabilities	25	25	100	4
Students Receiving Migrant Education Services	32	32	100	31.25
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9	25.0	8.0

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 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, as well as our SeeSaw App that connects parents to the classroom on a daily basis through phone and computer links. 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. PTA meetings, School Site Council, and English Learners Advisory Committee are all ways that parents can be 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. We currently use Blackboard which is connected the Burton App to send out phone messages, emails, text messages and social media updates to ensure good communication between home and school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.4	1.3	0.6	2.4	3.1	1.4	3.7	3.7	3.5
Expulsions	0.2	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. We practice safety drills every month to prepare should an emergency arise. Should an emergency arise, we ask that parents stay home and wait for school/district calls to inform you of the time and place to pick up your child/children. Our top priority in an emergency is the care of your child/children. Updates will also come through the app and be sent out as necessary by the district, and/or the school site.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	24		4		22		4		24		4	
1	19	4			20	3	1		23		3	
2	26		3		25		3		20	4		
3	21	2	2		26		3		26		3	
4	29		3		30		3		27		3	
5	29		3		31		3		29		3	
6	31		3		30		3		31		3	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	1.0	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	1.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,206	\$514	\$5,692	\$82,689
District	N/A	N/A	\$5,704	\$70,281
Percent Difference: School Site and District	N/A	N/A	-0.2	16.2
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-22.4	8.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 and LCAP funds. Such programs include Title III English Language Learners (ELL), Title 1, and Migrant Education. A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,147	\$48,064
Mid-Range Teacher Salary	\$76,335	\$75,417
Highest Teacher Salary	\$99,924	\$94,006
Average Principal Salary (Elementary)	\$124,514	\$119,037
Average Principal Salary (Middle)	\$133,352	\$123,140
Average Principal Salary (High)	\$142,791	\$135,974
Superintendent Salary	\$179,280	\$183,692
Percent of Budget for Teacher Salaries	34.0	36.0
Percent of Budget for Administrative Salaries	9.0	6.0

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

Professional Development (Most Recent Three Years)

Burton Elementary professional development is driven by academic progress reported through standards based short cycle assessments given throughout the year and with the SBAC 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 professional development. Grade level teachers collaborate every Wednesday afternoon, our early release days, to discuss and determine individual student and grade level academic needs. Together the grade level teams choose the power standards (focus), develop a short teach and assessment cycle and strategies to increase the student achievement for all students. New adoptions of curriculum or instructional strategies are facilitated by the district curriculum specialists and outside professionals. Additional district curriculum specialist and site administrators coach teachers in implementing new programs and strategies. 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 implemented. 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 training and implementation. 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 state standards and researched based best practices. All teachers have been trained in Nancy Fetzter writing. The Professional development was given by Nancy Fetzter and was also attended by district coordinators and mentor teachers. The 5th grade team is participating in a math initiative with the Tulare County Office of Education. The network is based on improvement science concepts and the trainers have been trained by the Carnegie foundation at Stanford.