

Burton Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Burton Middle School
Street	1155 N Elderwood St
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 781-2671
Principal	Casey Rangel
Email Address	casey.rangel@burtonschools.org
School Website	https://www.burtonschools.org/Domain/9
County-District-School (CDS) Code	54-71837-6100267

2022-23 District Contact Information

District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
Email Address	sergio.mendoza@burtonschools.org
District Website Address	www.burtonschools.org

2022-23 School Overview

Principals Message:

As the principal of Burton Middle School, I'm honored and privileged to serve our great school community. We are committed to providing our students with a great education by meeting their needs and equipping them with the 21-century skills to be successful and prepare them for the future. As a school, we are excited and committed to lead our students to achieve great academic success! We continue making student leadership development a priority by teaching the 7 Habits of Highly Effective People by Franklin Covey and implementing The Leader In Me program where students will continue to have leadership opportunities to be empowered to make good choices and take ownership of their education.

We pride in giving students many choices to develop and nurture their talents and interest by providing many elective class choices and extracurricular opportunities. We implement the Capturing Hearts Program and our staff strives to provide a safe, caring environment while at the same time providing rigorous, relevant, and engaging lessons.

School Vision:

Empowering the whole student to be confident and successful in college and the world.

School Motto:

Building Leaders - Making Connections

School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing an innovative education

2022-23 School Overview

to meet our Mission for all students. We will focus on the district's four pillars:

Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready

Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.

Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.

Pillar 4- Improvement, Efficiency and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

Community and School Profile:

Burton Middle School is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. Burton Middle School serves approximately 548 students in seventh to eighth Grades in the Burton School District.

Committed to our students Burton Middle 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	260
Grade 8	284
Total Enrollment	544

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.7
Asian	2.8
Black or African American	0.0
Filipino	3.5
Hispanic or Latino	75.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.7
White	14.9
English Learners	13.4
Foster Youth	0.7
Homeless	0.7
Migrant	0.2
Socioeconomically Disadvantaged	78.9
Students with Disabilities	9.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	63.80	163.70	75.65	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.62	10.30	4.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	17.15	24.30	11.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	5.72	3.90	1.83	12115.80	4.41
Unknown	1.50	5.72	13.90	6.45	18854.30	6.86
Total Teaching Positions	26.20	100.00	216.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	
Misassignments	3.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Burton School District held a Public Hearing on September 19, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2022, regarding textbooks in use during the 2022-23 school year.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2003) – Good Quality-Pearson	Yes	0%
Mathematics	Current Adoption (2022) – Illustrative Math	Yes	0%
Science	Current Adoption (2007) – Good Quality-Amplify	Yes	0%
History-Social Science	Current Adoption (2006)– Good Quality-McGraw Hill	Yes	0%

School Facility Conditions and Planned Improvements

School Information:

Burton Middle School, originally constructed in 2002, is currently composed of 24 classrooms, a band room, staff-development room, computer lab, multipurpose room, Boys and Girls Club room, a computer lab, a gymnasium, a cafeteria, and a main office building.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems. The district uses School Dude system to report any facility concerns.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	540	532	98.52	1.48	38.53
Female	263	259	98.48	1.52	41.70
Male	277	273	98.56	1.44	35.53
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	50.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	407	402	98.77	1.23	35.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	53.33
White	79	78	98.73	1.27	41.03
English Learners	71	70	98.59	1.41	5.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	411	407	99.03	0.97	38.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	51	96.23	3.77	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	540	533	98.70	1.30	22.51
Female	263	260	98.86	1.14	20.77
Male	277	273	98.56	1.44	24.18
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	21.43
Black or African American	0	0	0.00	0.00	0.00
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	407	403	99.02	0.98	19.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	40.00
White	79	78	98.73	1.27	23.08
English Learners	71	70	98.59	1.41	4.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	411	407	99.03	0.97	21.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	51	96.23	3.77	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	11.64	NT	17.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	275	97.86	2.14	11.64
Female	132	130	98.48	1.52	8.46
Male	149	145	97.32	2.68	14.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	215	211	98.14	1.86	10.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	14.29
English Learners	37	36	97.3	2.7	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	233	229	98.28	1.72	10.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	0

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	95%	95%	95%	95%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Burton Middle School parents have a variety of avenues through which they may become involved in their child's education. Parents may participate as members of the BMS School Site Council (SSC), which meets at least four times annually to oversee the consolidated programs and participate in site planning and decision-making. Parents participate as members of the BMS PTA, which meets monthly to promote school spirit, parent education, and supports student and staff activities. Parents may participate as members of the ELAC (English Learner Advisory Committee), which meets at least four times annually to promote parent participation in school, provide information about curricular programs and activities, provide information of interest to parents, and to serve as advisers for the English learner program at BMS. Parents may participate as members of the DELAC (District English Learner Advisory Committee) and discuss district-wide services for English learners. Burton Middle School welcomes parents who wish to volunteer for campus events. There are many opportunities for parents to practice their strengths and meet new challenges while participating in their child's education. Parents are encouraged to attend all of the athletic, fine arts, and recognition events planned throughout the school year. At the end of each quarter, BMS parents are invited to attend parent/teacher/student conferences to review each student's progress toward local and state standards. Parents are also offered an opportunity to be elected on to the School Site Council and ELAC Committees.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	561	200	35.7
Female	275	271	97	35.8
Male	292	290	103	35.5
American Indian or Alaska Native	4	4	2	50.0
Asian	15	15	2	13.3
Black or African American	0	0	0	0.0
Filipino	19	19	0	0.0
Hispanic or Latino	422	418	147	35.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	9	9	5	55.6
White	87	85	40	47.1
English Learners	78	77	26	33.8
Foster Youth	4	4	3	75.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	545	539	196	36.4
Students Receiving Migrant Education Services	6	5	1	20.0
Students with Disabilities	60	59	28	47.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.84	0.91	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.76	0.02	2.05	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.76	0.00
Female	4.73	0.00
Male	10.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.79	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.00	0.00

2022-23 School Safety Plan

We, at Burton Middle School, are committed to providing a safe environment for students and staff. We have developed a School Safety Plan in accordance with state law and pursuant to the Education Code. The School Site Safety Plan was most recently reviewed in Fall of 2022 by the Safety Committee. We understand that a safe environment is the foundation on which academic success and personal growth is built.

Component #1: The School Climate It is our goal to provide students and staff with a safe, caring and enjoyable environment in which each individual can achieve personal growth, develop strengths, and contribute to the overall success of the school. Burton Middle School has adopted the Capturing Kids Hearts program to involve students in making good choices and to recognize situations harmful to a safe school community. **Objective:** As a result of the implementation of the Capturing Kids Hearts, staff will issue 20% fewer behavior referrals by the end of the school year, as compared to the previous year. Further, behavior incidents will be reduced by 20%. **Activities:** Members of the administrative team will attend workshops on the implementation of such programs, and in turn provide training and information to staff on a continual basis. The programs will be updated and renewed and monitored by the administrative team, using student and staff volunteers. Students will be exposed to the programs through assemblies, student bulletin announcements, and written materials. Parents will be notified via news letters sent home, and encouraged to participate in the implementation process. **Objective:** As a result of students sharing in school planning and the related decision making process, as well as a community-wide education campaign, student attendance will improve, as compared to the previous school year. **Activities:** By the end of each school year, students will be surveyed in regard to programs they would like to see in school. Students will be actively involved in choosing school clubs, planning team competitions and activities, and participating in rallies and assemblies, on an on-going basis. Students will experience a sense of ownership in our school and find personal enjoyment and meaning in attending school on a regular basis. Through collaboration with staff, student, parents, and members of the community, an education campaign will be launched, detailing the fun and exciting activities taking place at school, while highlighting the importance of regular school attendance.

Component #2: The Physical Environment It is our goal to have a safe and clean campus, which facilitates a feeling of security, while instilling a sense of pride in students and staff. **Objective:** Through a clean campus educational campaign, litter, vandalism and graffiti will be reduced by 40%, as compared to the previous school year. **Activities:** The ASB and other clubs willing to participate will be assigned an area of responsibility on campus, including restrooms. Clubs can earn funds for field trips and rewards by competing against each other to have the cleanest area on campus. Clubs will also be responsible for notifying administration of any unsafe condition, damaged property or graffiti located in their assigned area. The problem will then be remedied by the administration as soon as possible. Staff members will act as examples to students by picking up litter as they move about campus. Students will be reminded to properly dispose of their litter in morning announcements, as needed throughout the year. **Objective:** Knowledge of the school Crisis Response Plan by staff and students will increase by 50% by the end of the first semester, as compared to the previous year. Both details of the plan and crisis response procedures will be reviewed and practiced on an on going basis through out the year. **Activities:** All staff members will have an up-dated copy of the Crisis Response Plan at the beginning of each school year. The plan will be reviewed with staff at monthly meetings in August through September. Assigned teachers, in specific classes, will review the plan with students. Various components of the plan will be practiced on at least four occasions during the second semester.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	33	3
Mathematics	27	4	17	2
Science	28	2	16	2
Social Science	28	1	17	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	17	37	
Mathematics	27	4	40	2
Science	23	15	12	
Social Science	25	6	18	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	21	31	
Mathematics	23	12	36	
Science	23	10	14	
Social Science	25	6	17	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	544

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,795	\$608	\$6,187	\$73,157
District	N/A	N/A	\$5,704	\$78,220
Percent Difference - School Site and District	N/A	N/A	8.1	-2.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-6.4	-9.6

2021-22 Types of Services Funded

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Student Support & Academic Enrichment

Funded services provided at Burton Middle School include teachers, teacher's aides, books, supplies, equipment, nursing/counseling services, and administration. While the majority of the Burton Middle School budget is made up of "general" funds, additional monies are also provided through "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Learners (EL), Title IV, and Migrant Education. Other district-funded services include bus transportation, a school lunch and breakfast program, and Special Education program. Burton Middle School provides a variety of services above and beyond regular classroom instruction. Our school psychologist is shared with other campuses but provides assistance for students in need of various services when needed. Our school nurse provides emergency medical attention as permitted by law, as well as health education for both students and staff. Our district Staff Developer provides regular assistance to staff and is an integral component of our staff development programs. Resource Specialist staff and ELL staff also provide assistance to regular education classroom teachers, are included in regular academic team meetings and regularly provide assistance. Services from the EL Resource Teacher, bilingual aides, and a Migrant Tutor are available for identified students. The Library Media Center and the services of the Library/Media Clerk provide students with opportunities to pursue independent activities and publish their projects.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,322	\$51,591
Mid-Range Teacher Salary	\$83,910	\$79,620
Highest Teacher Salary	\$109,841	\$104,866
Average Principal Salary (Elementary)	\$128,561	\$131,473
Average Principal Salary (Middle)	\$137,687	\$135,064
Average Principal Salary (High)	\$135,418	\$137,679
Superintendent Salary	\$193,592	\$205,661
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in grade level/content level Improvement Teams to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays with time designated for review of assessment data and PDSA improvement cycles.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Lesson study cycles are being utilized with grade level/content teams to actively observe, discuss, and implement improvements throughout the course of the school year. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the help of the site mentor teacher who provides instructional coaching support or they may utilize the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

On-going staff development activities are an essential part of Burton Middle School's efforts to maintain and improve our high-quality educational program. All BMS teachers participate in professional development training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. Professional development is provided by outside consultants, county and district specialists, site administrators, resource teachers, and mentor teachers. All teachers spend time collaborating with their subject matter colleagues during PDSA time every Wednesday afternoon. Department teams use the Achievement Team model to identify essential Common Core Standards, create formative assessments, choose instructional strategies, design effective lessons, and analyze data to guide their instruction. New programs and instructional practices are the focus of training provided by the district curriculum specialists and outside professionals. Professional development is provided during teacher workdays before the school year begins, after school staff meetings, early release Achievement Team meetings on Wednesday afternoons, release time using substitute teachers, attending outside conferences, after school district workshops, and annual district sponsored mini-conference, or through individual coaching provided by our site Mentor Teacher. During the past three school year, Burton Middle School teachers have participated in professional development focused on Close Reading, Capturing Kids Hearts, Kagan Strategies, ILX Math, ELD Standards, Nancy Fetzer Writing, Academic Conversations, and The Leader In Me. Teachers are supported in the implementation of new instructional programs and practices through monthly professional coaching conversations with the principal, classroom observations by district instructional coaches, collaborating with the site mentor teacher, and reviewing formative as well as summative data during department planning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6