



Teresa Burke Elementary School

1301 Filburn Avenue • Wasco, CA 93280 • (661) 758-7480 • Grades K-5

Monique Goodwill, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Wasco Union Elementary School District

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Principal's Message

As the principal of Teresa Burke Elementary School, I am dedicated to providing a well-rounded education for all students while promoting a safe educational environment where we thrive for success in the areas of social-emotional, educational, physical, and mental, thus, focusing on the whole child in order to foster productive and successful future citizens. I believe in the old proverb "It takes a village to raise a child", therefore, we welcome and encourage parental and community support; Teresa Burke staff and teachers believe in and are committed to supporting, and guiding each child to their full potential with rigorous instruction and caring direction as we celebrate student achievement. Further, I believe, the success of our students is a success for the entire community and the future.

Mission Statement

Teresa Burke Elementary School is committed to meeting the educational needs of all children through a partnership consisting of school, parents, and students. Teresa Burke is committed to providing opportunities for every student to be successful, develop a positive self-image, make decisions, and grow academically, socially, psychologically, and physically. Our Mission is to provide high quality education in a respectful and inclusive environment that builds a foundation for life-long learning.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	111
Grade 2	113
Grade 3	117
Grade 4	95
Grade 5	101
Grade 6	113
Total Enrollment	762

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
Asian	0.1
Hispanic or Latino	95.1
White	2
Two or More Races	0.3
Socioeconomically Disadvantaged	87.1
English Learners	40.3
Students with Disabilities	5.4
Foster Youth	0.3
Homeless	0.5

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 for Teresa Burke	17-18	18-19	19-20
With Full Credential	26	30	31
Without Full Credential	9	5	4
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Wasco Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Teresa Burke Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

The Wasco Union Elementary School District maintains an emphasis on ensuring that sufficient and current core textbooks and supplemental materials are available to support the school's instructional program. The district held a public hearing on September 8, 2015, to ensure the community that each school within the district had sufficient approved core standards-based textbooks and instructional materials, pursuant to the settlement of Williams v. the State of California. The Math Curriculum was adopted July 2015, The English Language Arts Curriculum was adopted July 2016, The History-Social Science curriculum was adopted on July 2018, The Science curriculum was adopted July 2019. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks. All Students, including English Learners, at Teresa Burke Elementary have sufficient textbooks in all subjects at all Grade levels. Wasco Union Elementary School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in visual and performing arts and health. The chart displays the list of textbooks currently in use.

Textbooks and Instructional Materials

Year and month in which data were collected: March 2015, 2016, 2018, and 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, MacMillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math McGraw- Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World, Pearson School (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Teresa Burke Elementary School provides a safe and clean environment for students, staff, parents, and volunteers. School facilities are modern and up-to-date to provide an appropriate learning environment for students and staff. There are yard supervisors on campus before the first bus arrives to ensure student safety. Only students are allowed to enter the campus. All others, including parents, must enter through the front office, sign in, and carry a visitor's badge while on campus. Breakfast is served to all students who desire to eat prior to the start of the school day. Yard supervisors meet with administration on a regular basis to discuss any pending issues related to student safety. The school facility provides ample classroom and playground space, office space, and multiple well-equipped staff resource rooms. A team of two full-time custodians and three part-time custodians work hard to ensure classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis.

The table below shows the results of the most recent school facilities inspection. All facilities are inspected regularly to ensure that they are well-maintained and in good repair. Work orders are processed promptly to ensure efficient service, and urgent repairs are given the highest priority. At the time this report was compiled, 100 percent of campus facilities were in proper working order.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking Fountain by soccer field is leaking; Grass Fields. Dripping faucet: room 6. Leaky sink: room 24. Plan to inspect and repair or replace.
Safety: Fire Safety, Hazardous Materials	Good	Blocked fire extinguisher in room(s): 1,6 and 11. Plan to remove blockages as needed.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	37	32	35	50	50
Math	19	29	18	22	38	39

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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.2	31.3	4.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	421	99.76	36.82
Male	219	218	99.54	32.11
Female	203	203	100.00	41.87
Black or African American	15	15	100.00	20.00
Asian	--	--	--	--
Hispanic or Latino	396	395	99.75	36.46
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	367	366	99.73	35.79
English Learners	228	227	99.56	32.60
Students with Disabilities	24	24	100.00	8.33
Students Receiving Migrant Education Services	27	27	100.00	25.93
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	421	99.76	28.50
Male	219	218	99.54	27.52
Female	203	203	100.00	29.56
Black or African American	15	15	100.00	13.33
Asian	--	--	--	--
Hispanic or Latino	396	395	99.75	28.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	367	366	99.73	27.05
English Learners	228	227	99.56	24.67
Students with Disabilities	24	24	100.00	4.17
Students Receiving Migrant Education Services	27	27	100.00	29.63
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)

Teresa Burke Elementary School engages in a collaborative effort between all stakeholders including administration, certificated staff members, classified staff members, and parents to revise or rewrite the School Plan for Student Achievement (SPSA) which guides the student programs based on the needs and priorities determined by various surveys and assessments which include but is not limited to Academic Program Survey, English Language Acquisition Survey, as well as parents' needs assessment. The School Site Council is another critical aspect of parental involvement in which parents take part in the direct allocation of decisions and funds for Teresa Burke. In addition to the School Site Council we also have a site based English Language Advisory Committee that assist and guides with the educational needs of our English Learner population.

Teresa Burke also has the following parent involvement opportunities through out the year; The School Carnival , Latino Family Literacy, Math and Science Night, Literacy Night, Parent University, and Parent/Student Library Night to name a few.

For more information on how to become involved at the school, please contact our school office at (661) 758-7480.

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.

School Safety Plan

The Safe School Plan is designed to ensure a safe and orderly environment during both the regular school day and during any unforeseen emergency situations. The school's plan is implemented continually throughout the school year, and modified annually, or as needed to ensure a productive and safe environment.

A crisis response plan is also included in the school's overall safety plan to assist site personnel during any major man made or natural emergency.

The plan is written and developed by a safety planning committee including law enforcement, the City of Wasco, and district personnel. The School Site Council provides input and ultimately approves the plan to present to the board of trustees on an annual basis. Data that is used in the writing of the plan includes office referrals, attendance rates, suspension and expulsion data, local law enforcement juvenile-crime data, and District/site student and staff surveys.

The Safe School Plan addresses four areas; Prevention, Preparedness, Response, and Recovery. The 2019-2020 School Safety Plan was presented to the School Site Council in December 10, 2019 for the first read and will be voted on for approval in January. Then it will be submitted to the District Board of Trustees for the first read and review, then for a final approval to be submitted by March 1, 2020.

The plan is kept at the district office and the school site for review.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.4	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.1	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	4		24	1	4		22	1	4	
1	28		4		28		4		28		4	
2	24		4		23		5		23		5	
3	24		4		23		4		23		5	
4	28		4		25		4		24		4	
5	25		5		27		4		25		4	
6	76	1	4	2	61	2	5	2	65	1	5	1
Other**	13	1							65			1

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	5

Teresa Burke Elementary School offers staff targeted professional development to ensure all staff is fully supported and up to date with strategies and models of teaching that will support their professional growth. Professional Development is also offered to certificated staff in areas of need as applicable to their work with students. These needs are identified through staff surveys, administrative observations and state requirements.

Professional Development for 2018-2019 including ongoing training from the previous years as well as ELPAC training for certificated staff in order to administer the new English Language Proficiency Assessments for California (ELPAC) and training on integrated Math and English Language Development; Professional Development for 2017-18 revolved around meeting the needs of our English Language Learners. Language Objectives and English Learner strategies were targeted. Cultural awareness (Ruby Payne) PD and asset building were also part of our District PD. In addition teachers have received professional development in Math with EL strategies, language objectives, Math Vocabulary and Writing in Math. Professional Development has been given under the instruction of the Academic Coach and Assistant Principal for Response to Intervention, Writing. For the 2016-17 school year, we dedicated 15 days for professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,016	\$49,378
Mid-Range Teacher Salary	\$67,928	\$77,190
Highest Teacher Salary	\$83,490	\$96,607
Average Principal Salary (ES)	\$111,532	\$122,074
Average Principal Salary (MS)	\$107,861	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$152,235	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6093	546	5,547	68,762
District	N/A	N/A	2,887	\$67,536.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	63.1	1.8
School Site/ State	-30.0	-12.1

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

Ten percent of all Title I funds are set aside for staff development each year. These funds provide targeted training that addresses teacher needs as determined by teacher surveys, administrative walkthroughs and student-assessment data results.

Intervention programs offered for students include Migrant and Title I funded extended day classes in language arts and math. These after-school classes meet one hour a day, either two, or three times per week, depending on the grade level and the focus. These classes are taught by certificated staff members.

Some of the other services offered to benefit student success include: Free and reduced breakfast/lunch, After-School Education and Safety Program (ASES), Migrant Outreach, current state-adopted and school board approved curriculum, access to technology including chromebooks in all classes, teacher professional development in research-based strategies for math and language development, Accelerated Reader program (AR), additional supplies and materials to support remediation classes. Our kinder through 3rd grade students also receive early literacy targeted instruction through our 95% Group program. There are also opportunities for enrichment activities to include science fair, yearbook, EL Leadership, reading class, intramural sports, and student leadership classes.

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).

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.