



## **Peter Burnett School**

School Accountability Report Card, 2008–2009

Wiseburn Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

# Peter Burnett School

## School Accountability Report Card, 2008–2009 Wiseburn Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2009\\_en.html](http://www.schoolwisepress.com/sarc/links_2009_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

### How to Contact Our School

5403 W. 138th St.  
Hawthorne, CA 90250  
Principal: Laura Sullivan  
Phone: (310) 725-2151

### How to Contact Our District

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Hawthorne, CA 90250  
Phone: (310) 643-3025  
<http://www.wiseburn.k12.ca.us/>



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# Peter Burnett School

School Accountability Report Card, 2008–2009  
Wiseburn Elementary School District

## » Principal's Message

Welcome to Peter Burnett Elementary School, which was named after the first governor of the state of California. Burnett is one of four schools in the Wiseburn School District. It is located in the southern (Hollyglen) section of the district and serves students in grades three to five.

In 2007–2008 the Peter Burnett community, including staff, students, principal, parents, and community members, worked together to improve student achievement and well-being. We added new programs and interventions to help students improve academically and socially. We continue to use research-based intervention programs to help improve students' reading and math skills. Accelerated Reader provided opportunities for our students to soar academically. All Burnett students were able to increase their vocabulary by participating in the Accelerated Reader program. Character Counts is a schoolwide program that teaches and promotes the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

In 2008–2009 the staff continued to implement professional learning communities, whereby teachers and staff collaborate weekly to improve student achievement. We also implemented Response to Intervention, where students receive immediate and specific academic and behavioral assistance if they require it. In 2008–2009 we also continued the Adopt-A-Book program, which has been very popular and has added over 800 new books to our library.

There are many reasons why Peter Burnett students are successful. Parents, teachers, and students are all committed to preparing our children for the future. By understanding what our children need, we have been able to add more programs to ensure success. The 2008–2009 school year brought in more parents to support our Growing Great Program that teaches principles of good nutrition. It also provided resources to develop a school garden. The parents again took the lead in our Hands-on Art Program, assisting with lessons in classrooms and providing valuable insight to children. There are many wonderful aspects of Peter Burnett School. We hope you stop by and visit soon!

Laura Sullivan, PRINCIPAL

### Grade range and calendar

**3–5**

TRADITIONAL

### Academic Performance Index

**853**

County Average: 783  
State Average: 792

### Student enrollment

**399**

County Average: 608  
State Average: 518

### Teachers

**16**

County Average: 30  
State Average: 26

### Students per teacher

**25**

County Average: 20  
State Average: 20

**Major Achievements**

- Our math and reading support for students who need academic support proved to be successful. Based on standardized test results, the majority of students participating in the Read Naturally program gained at least 35 points in their reading/language arts scores.
- All of our teachers focused on Accelerated Reader, which helped children grow academically. Our fourth grade teachers focused on improving student writing. Teachers used the Six-Traits Writing Assessment along with Step Up to Writing and noticed a great improvement. In 2006–2007 about 25 percent of fourth graders scored Proficient on the California Standards Tests writing test, and in 2007–2008 about 75 percent scored Proficient.
- Our Character Counts program helps students understand why positive values and character will help them succeed. Our Character Counts Program emphasized consequences for misbehavior and healthy decision making. We also implemented an antibullying program and a behavioral intervention process. These programs continue to help students learn to take responsibility for their actions and their learning. The number of suspensions continues to drop as a result of our programs.

**Focus for Improvement**

- Continue to use Character Counts, behavioral interventions, and antibullying programs in classrooms and at home.
- Use DataWise (a data analysis program) to assess the strengths and improvement focus areas for each grade level. Teachers will plan lessons around these focus areas.
- Continue to embrace the concept of professional learning communities based on the work of Richard and Rebecca DuFour. We are working with grade-level teams along with the County Office of Education to provide a Response to Intervention model for teachers to use. Teachers and staff collaborate to set learning goals, create common assessments, and provide necessary interventions for students who need more time and resources to achieve the goals.
- Continue to use Response to Intervention. We have created a pyramid of support measures in reading and behavior and will begin looking at developing a similar pyramid for math as well.
- Continue to use effective differentiated (customized) instruction strategies. All of our teachers attended a two-day workshop on differentiated instruction. Teachers have implemented a variety of strategies to match instruction to individual student needs; these include providing tiered lessons, learning contracts, and extension activities.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Burnett’s API was 853 (out of 1000). This is an increase of 50 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 803. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 7 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

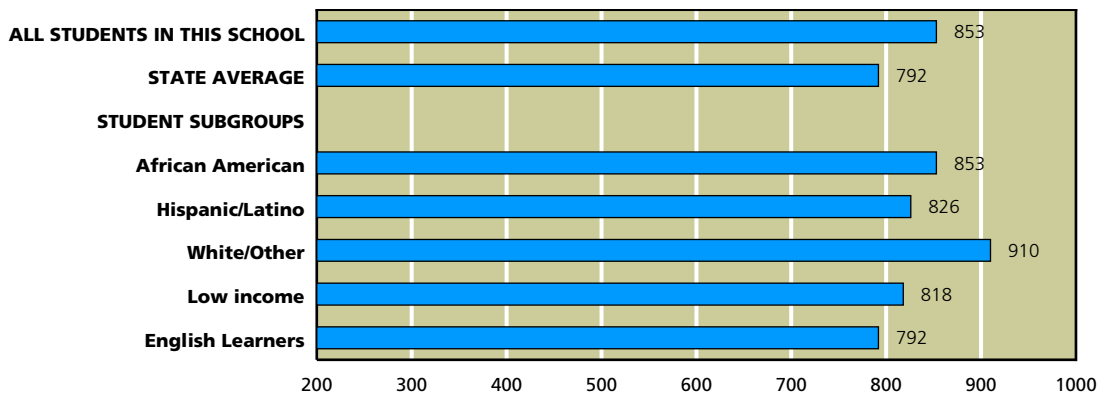
We met our assigned growth targets during the 2008–2009 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>853</b>
<b>Growth attained from prior year</b>	<b>+50</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

**API, Spring 2009**



SOURCE: API based on spring 2009 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 25 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2009</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students’ test results in the 2008–2009 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>African American</b>	●	●	●	●
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

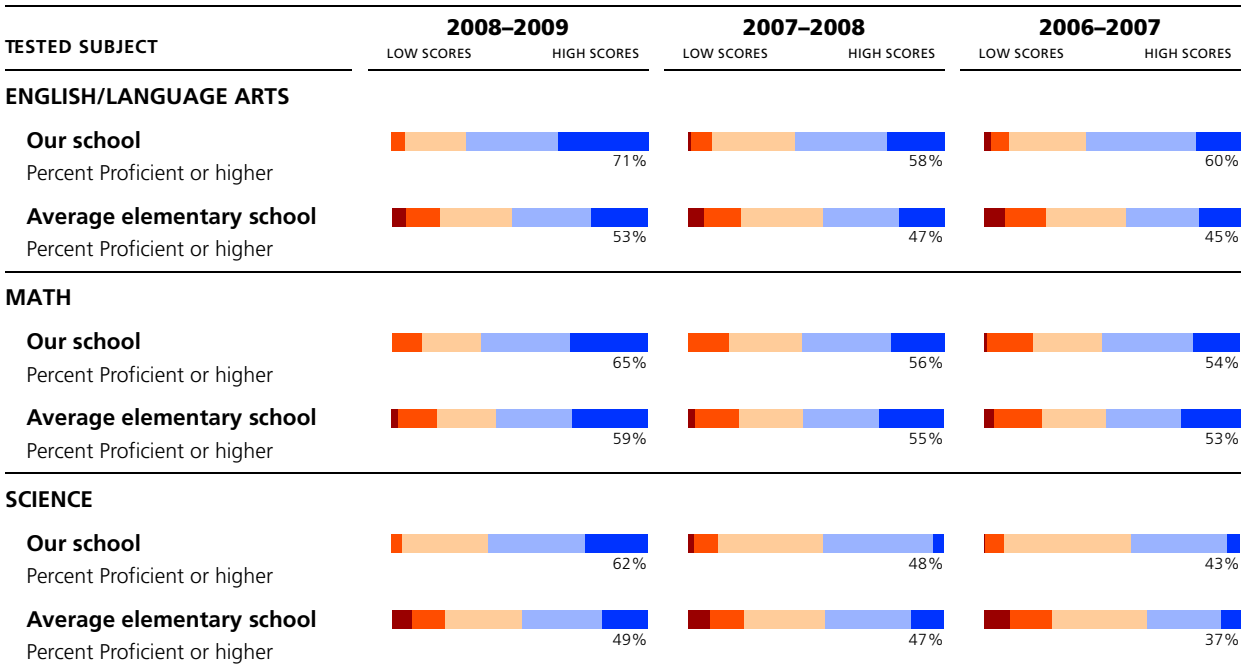
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).



### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			71%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			50%	97%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			53%	96%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

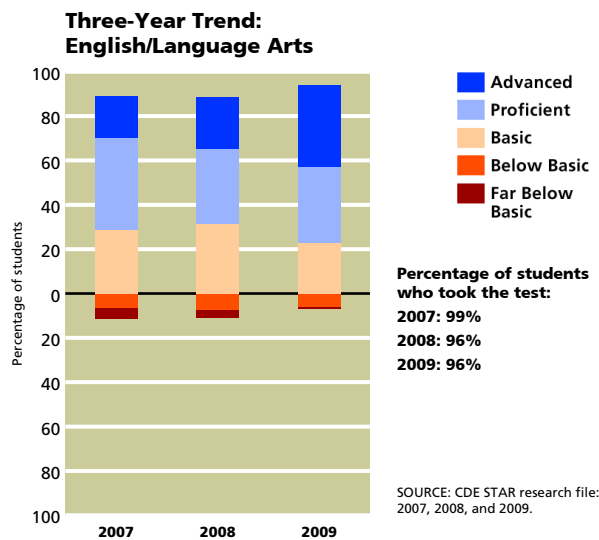
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			71%	179	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			71%	197	
<b>English proficient</b>			77%	308	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			47%	68	
<b>Low income</b>			65%	182	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			76%	194	
<b>Learning disabled</b>			49%	39	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			73%	337	
<b>African American</b>			67%	69	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Hispanic/Latino</b>			67%	209	
<b>White/Other</b>			81%	59	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE’s Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			65%	96%	<b>SCHOOLWIDE AVERAGE:</b> About six percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			59%	93%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			59%	93%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

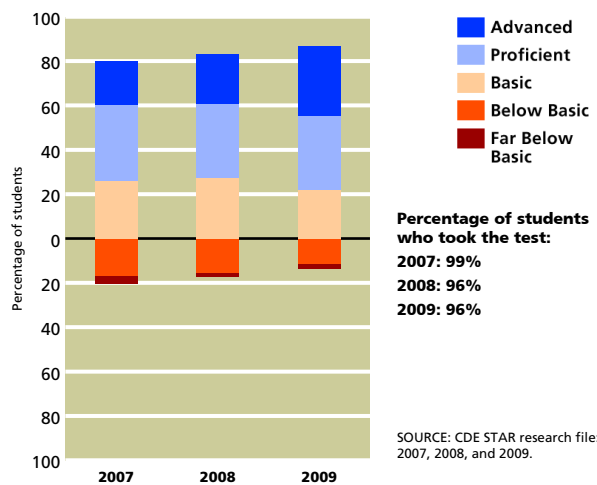
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			72%	181	<b>GENDER:</b> About 14 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			58%	197	
<b>English proficient</b>			69%	309	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			53%	69	
<b>Low income</b>			55%	184	<b>INCOME:</b> About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			75%	194	
<b>Learning disabled</b>			41%	41	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			68%	337	
<b>African American</b>			61%	69	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Hispanic/Latino</b>			59%	210	
<b>White/Other</b>			80%	60	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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You can read the [math standards](#) on the CDE's Web site.

**Three-Year Trend: Math**



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			62%	95%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			47%	96%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			49%	95%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

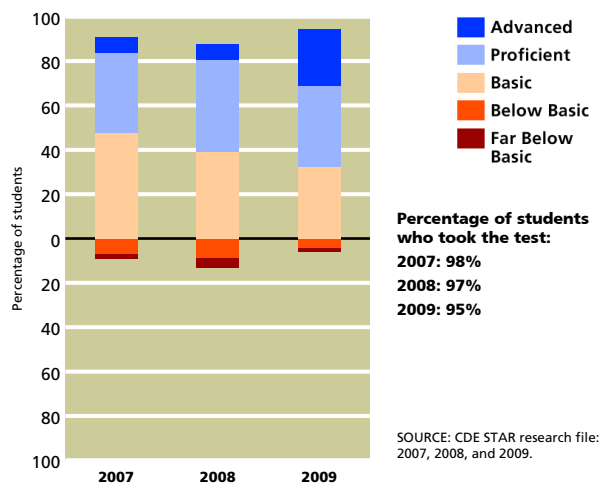
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			70%	60	<b>GENDER:</b> About 16 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			54%	61	
<b>English proficient</b>			67%	112	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	9	
<b>Low income</b>			56%	59	<b>INCOME:</b> About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			68%	62	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			62%	107	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	21	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Hispanic/Latino</b>			59%	74	
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	18	

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

**Three-Year Trend: Science**



SOURCE: CDE STAR research file: 2007, 2008, and 2009.

### **Other Measures of Student Achievement**

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests to assess each student's strengths and areas that need attention. Students keep portfolios of their written work as evidence of their growth as writers. Our English Learners take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the California Standards Test and California Achievement Test.

At the beginning and at the end of each school year, our students take district tests in math. At the beginning and end of each trimester, students take district tests in writing and language arts that measure the degree to which they are meeting state standards. Each grade-level teaching team uses common assessments in reading to determine areas of strength and instructional focus. Teachers and parents can print individual student reports analyzing each student's mastery of the standards. We send home progress reports in the middle of each trimester and report cards at the end of each trimester. We hold parent conferences in November and March and more frequently for students who are struggling at school.

**STUDENTS**

**Students’ English Language Skills**

At Burnett, 88 percent of students were considered to be proficient in English, compared with 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	88%	65%	68%
English Learners	12%	35%	32%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 46 students classified as English Learners. At Burnett, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	89%	88%	84%
Vietnamese	2%	1%	3%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	2%
Korean	0%	2%	1%
Khmer/Cambodian	0%	0%	0%
All other	9%	6%	8%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Burnett identify themselves as Hispanic/Latino. In fact, there are about three times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Burnett. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	16%	9%	7%
Asian American/Pacific Islander	8%	10%	11%
Hispanic/Latino	54%	64%	50%
White/European American/Other	21%	18%	32%

SOURCE: CBEDS census of October 2008. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$39,220 a year (based on a family of four) in the 2008–2009 school year. At Burnett, 48 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	48%	67%	56%
Parents with some college	71%	49%	55%
Parents with college degree	36%	28%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 71 percent of the students at Burnett have attended college and 36 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 92 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Burnett varies across grade levels from a low of 20 students to a high of 31. Our average class size schoolwide is 26 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Third grade	20	20	20
Fourth grade	30	27	28
Fifth grade	31	27	29

SOURCE: CBEDS census, October 2008. County and state averages represent elementary schools only.

**Safety**

The Burnett staff monitors the school grounds for 10 minutes before and 15 minutes after school as well as at all recesses and at lunchtime. Teachers and the principal regularly review the rules for safe, responsible behavior in school and on the playground with students. We have a closed campus that is fully fenced. Visitors must enter the school through the main office and sign in, and they receive a red badge to wear throughout their stay.

We revise our School Safety Plan annually; we last revised it on October 24, 2006. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available to all community members in our office, and we discuss it with staff during a schoolwide staff meeting at the beginning of each school year. We conduct fire, intruder, lockdown, and earthquake drills monthly. In the spring we hold an earthquake simulation drill.

**Discipline**

We abide by our district’s strict behavior code. We send a printed copy of this code home to parents and review it with our students throughout the year. At Burnett we focus on developing responsibility and self-control in each child. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the individual needs of the child.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. Many teachers use Character Counts in the classroom. Teachers use logical consequences to monitor behavior and natural consequences that are very effective in developing students’ self-discipline. Rarely do we have serious discipline problems.

We expect parents to be active partners in helping their children to conduct themselves responsibly. When necessary, our principal meets with children and their parents to devise a behavior plan. Students are suspended or expelled only for extremely serious problems, such as chronic outbursts, physical violence, or repeated acts of vandalism.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had five suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2008–2009	1	1	5
2007–2008	0	1	6
2006–2007	1	1	5
<b>Expulsions per 100 students</b>			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

### **Homework**

Homework varies by grade level. Most third grade teachers give students homework packets that may include unfinished class work, math problems, or assignments in writing and reading. Fourth and fifth grade students use agendas (planning calendars) we provide to record daily and weekly homework assignments. Teachers assign homework Monday through Thursday. All students must read with parents or other family members every night for at least half an hour.

Fifth graders receive more homework to prepare them for middle school. Students may complete long-term projects at home in addition to the 45 to 60 minutes of nightly homework they receive in the core subjects (math, language arts, science, and social studies). Teachers in grades four and five use the Homework Hotline to inform parents about nightly homework and upcoming projects, tests, and events. We encourage parents to supervise homework and support their children's efforts.

### **Schedule**

The school year begins the first week in September and ends the third week of June. It includes 175 days of instruction. Our fourth and fifth grade classes begin at 8:30 a.m. and end at 3 p.m. except on Wednesdays, when school ends at 2:05 p.m. to make time for teacher collaboration and meetings. Our third grade students are on an Early Bird/LateBird" schedule, with some students attending from 8:30 a.m. to 2:10 p.m. and others attending from 9:20 a.m. to 3 p.m. All students attend school from 8:30 a.m. to 2:05 p.m. on Wednesdays. We also offer math and reading help, art, choir, band, tennis, and performing arts after school. Office hours are from 7:30 a.m. to 4 p.m.

### **Parent Involvement**

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with the administration to help make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Many teachers use parent volunteers to help with special projects in the classroom and to chaperone on field trips.

Our PTA helps staff members and funds our Hands-on-Art program and our yearly Jog-A-Thon. We also buy needed supplies with money from PTA fund-raisers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and March. We always need new volunteers! To find out more about volunteering at the school, call our principal, Laura Sullivan, at (310) 725-2151.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

This is Laura Sullivan’s first year as our principal. She has 14 years of experience as an administrator and 18 as a teacher.

Several groups help to make decisions that affect our school. Parents, teachers, administrators, and other school personnel compose the School Site Council (SSC), which makes many important budgetary decisions. Our English Language Advisory Committee (ELAC) includes parents of English Learners, which advises our SSC and helps to shape our program for English Learners. Our Leadership Team, made up of the principal and one teacher from each grade level, gathers input from classroom teachers and helps to create staff meeting agendas. Teachers meet bimonthly to analyze test scores and student work, to discuss teaching methods, to make curricular decisions, and to monitor the effectiveness of our programs.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	12	13	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	17%	7%	9%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with an MA or higher from a graduate school	44%	42%	36%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a BA degree from a four-year college	56%	58%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 17 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 56 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 44 percent have completed a master’s degree or higher.



### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	98%	98%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	2%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	0%	1%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Burnett hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Burnett holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). All of the faculty at Burnett hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	2%	2%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “**highly qualified**.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared with two percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2009–2010 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared with one percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared with zero percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

In 2008–2009 our teachers attended three days of staff development training during the school year. These days were devoted to learning about English Language Development, special education, implementing differentiated (customized) instruction, and Shared Best Practices/Writing and the Arts. When planning staff training, teachers and administrators look at student test scores and review the most pressing issues of the previous year to choose specific topics. We also sent a survey to all teachers in June 2008 to help determine staff training needs.

We dismiss students at 1:45 p.m. on Wednesdays to allow time for teachers to collaborate in their professional learning teams, both within and across grade levels.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	3.0
2007–2008	3.0
2006–2007	3.0

SOURCE: This information is supplied by the school district.

### Evaluating and Improving Teachers

Our teachers are evaluated regularly in accordance with state law. The district requires annual evaluations for probationary teachers. To ensure continued development of professional skills, staff development and training activities are required within the district. Staff attends conferences and workshops at district expense. Many members of the teaching staff took at least one college-level course last year, and all participated in other professional development activities such as conferences and workshops.

### Substitute Teachers

Our school has experienced little difficulty in obtaining qualified substitute teachers, even though a decrease in the number of available substitutes exists. Wiseburn will continue in its goal to provide qualified substitutes to cover classes for teachers who are absent. When substitutes are not available, nonteaching personnel may assist in the instruction of the students under the supervision of credentialed staff. Students may also be distributed to other classes for instruction. Specialist teachers may be assigned to the regular classroom, if necessary.

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	1.0

SOURCE: CBEDS census, October 2008.

## Specialized Programs and Staff

One of our third grade teachers runs a chess club during lunch for both beginning and advanced players. It meets once a week and is open to students in grades three through five. In March this teacher helps coordinate a chess match between Burnett and Anza schools.

We have a credentialed music teacher who teaches music once a week for fourth and fifth graders. He also holds afterschool and before-school lessons for students participating in band and choir. Our band and choir meet weekly after school.

Our fourth and fifth grade students take PE twice a week with teachers and coaches from the YMCA.

We have afterschool academic support programs in math and reading for students who need extra help in these areas. We also offer Read Naturally for our English Learners. A counselor comes to our school two days a week to meet with students individually and in groups depending on students' needs. She also leads Lunch Bunch on those days. Outside agencies offer many afterschool enrichment programs, including tennis, band, choir, art, performing arts, and hip-hop classes, which are offered in winter and spring.

**GIFTED AND TALENTED EDUCATION (GATE):** Our GATE program officially begins in the third grade. Students join this program because they have high scores on standardized tests and cognitive tests, or because their teachers or parents have recommended them for their exceptional academic abilities. Teachers work collaboratively to provide instruction for students according to their intellectual capabilities. Teachers use instructional strategies such as tiered instruction, learning contracts, and enrichment activities with gifted and high-achieving students. Gifted students can also participate in a weekly afterschool program (in which students learn in small groups outside of class). The classes, which provide novelty, complexity, depth, and acceleration of learning, are conducted by STAR Education, a nonprofit organization.

The GATE parent advisory committee meets several times a year to review and modify the program. We schedule GATE family nights in the fall and spring to allow families to participate in activities that encourage higher-level thinking.

**SPECIAL EDUCATION PROGRAM:** During 2008–2009 we served approximately 80 students in grades three through five, some of whom had Individualized Education Programs (IEPs). Our full-time Resource Specialist Program (RSP) teacher worked with students both within their regular classrooms and outside the classroom. Four part-time classified aides assist in the RSP program. We also have a Special Day Class for students in need of more intensive, specially designed instruction and modification to the core curriculum.

Our special education staff met with general educators and parents regularly to ensure that all students are meeting their goals and short-term objectives. Additional staff supported students by shadowing them in classrooms and helping with modifications to the curriculum. General education staff used the expertise of the special education team on site and through the district for ideas on individualizing instruction. Special Education Local Planning Area staff was also available throughout the year to support staff and student needs. Teachers were keenly aware of the accommodations needed to support inclusion of students with special needs in the least restrictive environment. The school psychologist was on site weekly to support at-risk learners and to support identified students. A part-time at-risk counselor assisted with staff training, consultation, and pullout services for pupils in need. Lunch Bunch counseling and group guidance is available weekly for students working on social skills, peer relations, and self esteem. Other students received direct counseling services through district psychological counseling staff. Speech/language and other supports were available through the Los Angeles County Office of Education staff on site weekly. Students with special education needs participate in afterschool clubs and activities along with their general education peers.

**ENGLISH LEARNER PROGRAM:** The primary goal of our program for English Learners is to develop their proficiency in English and in the district's core curriculum as rapidly and effectively as possible. In addition to the core curriculum, the program provides English language development instruction so that the students develop fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold CLAD (Cross-cultural Language and Academic Development) credentials or certificates issued by the state of California. After students have acquired a good working knowledge of English and meet our criteria, they are reclassified as fluent and are monitored for two years to ensure progress in the core curriculum.

Each school with at least 21 English Learners has an English Language Advisory Committee that includes parents and school staff. Its purpose is to monitor the English Learner program and give input on the master plan for student services. Next year we hope to add an English class for parents.

## RESOURCES

### Buildings

The original building at Burnett was built in 1956; it was completely refurbished and reopened in 1997. All classrooms and the office building were upgraded with new walls, windows, doors, white boards, floors, sinks, and counters. The bathrooms were completely refurbished as well. Each classroom has three computers with Internet access. All buildings have heat and air-conditioning. Renovations also included the addition of a computer lab with 30 desktops and an LCD. We also have four portable buildings that are in good condition, although they have reduced our playground space.

We have a day custodian and a night custodian who keep our facilities clean. Each classroom is cleaned every day, and the rest rooms are cleaned daily and throughout the day as needed. District maintenance staff members pick up litter, remove graffiti, and maintain our landscaping regularly.

During the 2009–2010 school year we will add six additional classrooms to Burnett and upgrade our west parking lot. We are creating systems that will provide convenience for parents.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Library

We have a very inviting library that holds approximately 9,000 volumes. Our library technician is in the library daily. Students visit the library/computer lab weekly with their classes. They may also visit during recesses, lunch period, and after school.

We have a special program called Adopt-A-Book that our library technician started. Students purchase books for our library and donate them in someone else's name. Last year we added over 300 new books to our library. Each year we purchase new books and resources for our library using money from our biannual book fairs and from the gracious donations of our PTA.

Our school librarian assisted boys and girls by providing Accelerated Reader tests for them, tracking new vocabulary words, and supporting them in the computer lab/Learning Resource Center. Several students along with our librarian formed a Reading Club and a Writing Club. Students used their lunch time to read, write, and discuss books. The students learned the power of a pen by publishing some of their original creations.

## Computers

We have two mobile laptop carts and desktop computers in our computer lab available for teachers to use. Our full-time library/computer technician maintains the computers and instructs teachers on how to use different kinds of software. She also helps students who come to the lab at lunch time. Teachers bring their students to our computer lab once a week, where they learn to type, conduct research on the Internet, do math on simple spreadsheets, and create PowerPoint presentations. Students can also build their math, reasoning, and reading skills using special software that complements the curriculum.

All of our classrooms have at least three networked computers and a printer for students to use. Teachers have laptop computers that use the district's wireless technology. All teachers have access to email and the Internet. They use computers to keep attendance, record grades, analyze test results, and correspond via email with parents and colleagues.

## Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2009–2010 school year and whether those [textbooks](#) covered the California Content Standards.

## Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

**SCHOOL EXPENDITURES**

We use funds from California’s School Improvement Program to pay for aides who assist teachers in the classroom. We use state Supplemental Instruction funds for our afterschool help programs, in which teachers tutor students who need academic support. We used funding from the California English Language Acquisition Program to hire a bilingual classroom assistant who, along with the principal, runs the Read Naturally program for our struggling English Learners; we also used these funds to buy supplemental materials for our English Learners. Our PTA raises funds for classroom supplies, field trips, library books, and special assemblies through our annual fund-raisers. The Wiseburn Education Foundation raises money to help fund our credentialed music teacher.

**Spending per Student (2007–2008)**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 405 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,513	\$2,417	87%	\$5,495	-18%
Restricted funds (\$/student)	\$1,594	\$837	90%	\$3,099	-49%
<b>TOTAL (\$/student)</b>	<b>\$6,107</b>	<b>\$3,254</b>	<b>88%</b>	<b>\$8,594</b>	<b>-29%</b>

SOURCE: Information provided by the school district.

**Total Expenditures, by Category (2007–2008)**

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,227,838	\$236,900	\$1,464,738	59%
Other staff salaries	\$211,115	\$104,130	\$315,245	13%
Benefits	\$287,564	\$56,330	\$343,893	14%
Books and supplies	\$31,911	\$62,817	\$94,729	4%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$67,805	\$184,890	\$252,694	10%
<b>TOTAL</b>	<b>\$1,826,233</b>	<b>\$645,067</b>	<b>\$2,471,299</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**Compensation per Staff with Teaching Credentials (2007–2008)**

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 17 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$74,692	\$35,640	110%	\$69,840	7%
Retirement benefits	\$6,154	\$3,005	105%	\$6,876	-11%
Health and medical benefits	\$4,951	\$2,218	123%	\$10,978	-55%
Other benefits	\$633	\$380	67%	\$453	40%
<b>TOTAL</b>	<b>\$86,430</b>	<b>\$41,243</b>	<b>110%</b>	<b>\$88,147</b>	<b>-2%</b>

SOURCE: Information provided by the school district.

**Total Certificated Staff Compensation (2007–2008)**

Here you can see how much we spent on different categories of compensation. We’re reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,269,763	86%
Retirement benefits	\$104,623	7%
Health and medical benefits	\$84,169	6%
Other benefits	\$10,757	1%
<b>TOTAL</b>	<b>\$1,469,312</b>	

SOURCE: Information provided by the school district.  
 \* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



**TEACHERS**

**Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2007–2008	2008–2009	2009–2010
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	17	16	16
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	1	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	0	0

**NOTES:** This report was completed on Friday, January 08, 2010.

## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	1	1
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Friday, January 08, 2010.

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Friday, January 08, 2010.

## FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>N/A</b>	N/A
<b>A. SYSTEMS</b>	<b>Good</b>	
<b>Gas Leaks</b>	<b>Good</b>	No apparent problems.
<b>Mechanical Problems (Heating, Ventilation, and Air Conditioning)</b>	<b>Good</b>	No apparent problems.
<b>Sewer System</b>	<b>Good</b>	No apparent problems.
<b>B. INTERIOR</b>		
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	<b>Good</b>	No apparent problems.
<b>C. CLEANLINESS</b>	<b>Good</b>	
<b>Overall Cleanliness</b>	<b>Good</b>	No apparent problems.
<b>Pest or Vermin Infestation</b>	<b>Good</b>	No apparent problems.
<b>D. ELECTRICAL</b>		
<b>Electrical Systems and Lighting</b>	<b>Good</b>	No apparent problems.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
<b>Bathrooms</b>	<b>Good</b>	No apparent problems.
<b>Drinking Fountains (Inside and Out)</b>	<b>Good</b>	No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
<b>Fire Safety (Sprinkler Systems, Alarms, Extinguishers)</b>	<b>Fair</b>	No apparent problems.
<b>Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)</b>	<b>Good</b>	No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	
<b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>	<b>Good</b>	No apparent problems.
<b>Roofs</b>	<b>Good</b>	No apparent problems.

AREA	RATING	DESCRIPTION
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>	<b>Good</b>	No apparent problems.
<b>Windows, Doors, Gates, Fences     (Interior and Exterior)</b>	<b>Good</b>	No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Wednesday, September 30, 2009 by Wendy Tsubaki (Superintendent's Secretary). The facilities inspection occurred on Wednesday, September 30, 2009. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Wednesday, September 30, 2009.

## » Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	399
African American	16%
American Indian or Alaska Native	0%
Asian	4%
Filipino	2%
Hispanic or Latino	54%
Pacific Islander	2%
White (not Hispanic)	13%
Multiple or no response	9%
Socioeconomically disadvantaged	49%
English Learners	18%
Students with disabilities	14%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	121
Grade 4	153
Grade 5	125
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.



### Average Class Size by Grade Level

GRADE LEVEL	2006–2007	2007–2008	2008–2009
Kindergarten	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 3	20	20	20
Grade 4	30	31	30
Grade 5	30	29	31
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	25	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2008.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2006–2007			2007–2008			2008–2009		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	0	0	0	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0	0
Grade 3	7	0	0	8	0	0	7	0	0
Grade 4	0	5	0	0	5	0	0	6	0
Grade 5	0	4	0	0	5	0	0	4	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	1	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2008.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2006–2007	2007–2008	2008–2009	2008–2009
<b>With Full Credential</b>	19	19	18	112
<b>Without Full Credential</b>	0	0	0	1

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
<b>Grade 5</b>	18%	26%	40%
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

**STUDENT PERFORMANCE**

**California Standardized Testing and Reporting Program**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

**STAR Test Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ language arts	60%	58%	69%	56%	60%	67%	43%	46%	50%
Mathematics	54%	55%	64%	51%	50%	52%	40%	43%	46%
Science	43%	48%	62%	44%	60%	64%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**STAR Test Results by Subgroup: Most Recent Year**

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2008–2009	MATHEMATICS 2008–2009	SCIENCE 2008–2009
African American	66%	61%	43%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	88%	88%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	64%	58%	59%
Pacific Islander	73%	55%	N/A
White (not Hispanic)	82%	80%	89%
Boys	68%	70%	69%
Girls	70%	58%	55%
Economically disadvantaged	65%	53%	57%
English Learners	43%	46%	18%
Students with disabilities	43%	42%	65%
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### NAEP: California’s 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state’s students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation’s Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

#### Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state’s fourth and eighth graders with their peers in the U.S. in reading and math.

SUBJECT AND GRADE LEVEL	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

### Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation’s and California’s students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

SUBJECT AND GRADE LEVEL	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the [differences between the California Standards Tests and the National Assessment of Educational Progress](#). The NAEP Web site includes background information for parents about the [Nation’s Report Card](#). Educators can learn more by going to the [NAEP Web site](#).

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	8	7	7
Similar-schools rank	8	8	7

SOURCE: The API Base Report from August 2009.

**API Changes by Subgroup: Three-Year Comparison**

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	-2	-2	+50	853
African American	N/A	N/A	N/A	853
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-3	-12	+34	826
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+6	+14	+74	910
Economically disadvantaged	-5	+10	+34	818
English Learners	N/A	N/A	+51	792
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 590 or growth of at least one point

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	No
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2009.

**DISTRICT EXPENDITURES**

According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10.”

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2007–2008</b>			
Total expenses	\$16,632,115	N/A	N/A
Expenses per student	\$7,704	\$8,267	\$8,594
<b>FISCAL YEAR 2006–2007</b>			
Total expenses	\$15,413,105	N/A	N/A
Expenses per student	\$7,301	\$7,789	\$8,117

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2007–2008**

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$44,316	\$41,031
Midrange teacher’s salary	\$73,001	\$63,366
Highest-paid teacher’s salary	\$87,905	\$80,596
Average principal’s salary (elementary school)	\$113,139	\$100,937
Superintendent’s salary	\$165,000	\$147,438
Percentage of budget for teachers’ salaries	44%	41%
Percentage of budget for administrators’ salaries	8%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**TEXTBOOKS****Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura: Herencia y futuro	Language Arts	2003	2003
Harcourt Math	Math	2008	2009
Pearson California Science	Science	2007	2008
Pearson California Science - Spanish	Science	2007	2008
Houghton Mifflin	Social Studies	2006	2006