Peter Burnett School

School Accountability Report Card, 2009–2010
Wiseburn Elementary School District

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

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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 2009–2010 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_2010_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

13530 Aviation Blvd.
Hawthorne, CA 90250
Phone: (310) 643-3025
http://www.wiseburn.k12.ca.us/

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ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

Peter Burnett School

School Accountability Report Card, 2009–2010
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 2009–2010 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. 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.

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 2009-2010 school year has brought in more parents to support our Growing Great Program that teaches principles of good nutrition. 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.

Laura Sullivan, PRINCIPAL

Grade range and calendar
3–5
TRADITIONAL

Academic Performance Index
865
County Average: N/A
State Average: 800

Student enrollment
348
County Average: N/A
State Average: N/A

Teachers
16
County Average: N/A
State Average: N/A

Students per teacher
22
County Average: 21
State Average: 21

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

- In 2009–2010 our API increased by 12 points. We continue to focus our efforts on improving the scores of our English Learners and have noticed great improvement.

- Our math and reading support for students who need academic support proved to be successful.

- All of our teachers focus on Accelerated Reader, which helps 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. Our fourth grade students scored in the 90 percent range.

- Many of our students participated in the Los Angeles County Spelling Bee and are anxiously waiting to show their skills in 2011.

Focus for Improvement

- Teachers will 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 (RTI) model for teachers to provide immediate feed-back to support academic and behavioral concerns. 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 grade-level goals.

- 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.

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. 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 865 (out of 1000). This is an increase of 12 points compared with last year's API. About 99 percent of our 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 2008–2009 test results, we started the 2009–2010 school year with a base API of 853. 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 8 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 10 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.
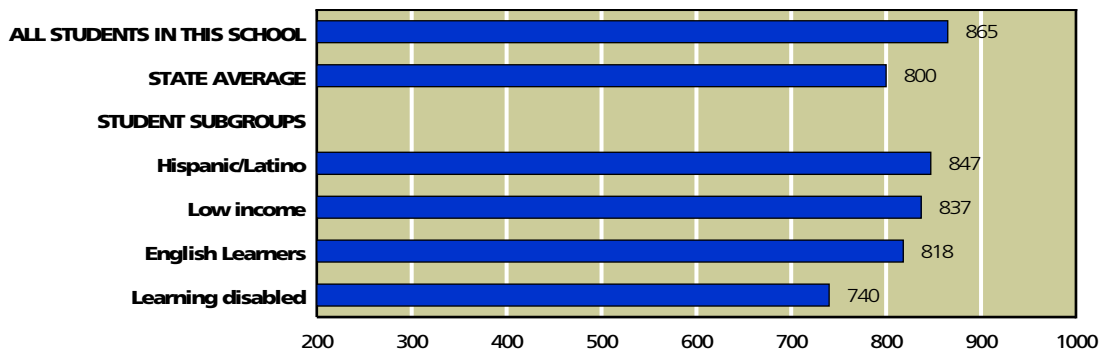
We met our assigned growth targets during the 2009–2010 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	865
Growth attained from prior year	+12
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*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 2010

SOURCE: API based on spring 2010 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 21 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): 56.8 percent on the English/language arts test and 58 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 680 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 **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 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 56.8% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 58% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢
SUBGROUPS OF STUDENTS				
Low income	🟢	🟢	🟢	🟢
Students with disabilities	🟢	🟢	🟢	🟢
Students learning English	🟢	🟢	🟢	🟢
STUDENTS BY ETHNICITY				
Hispanic/Latino	🟢	🟢	🟢	🟢

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 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.
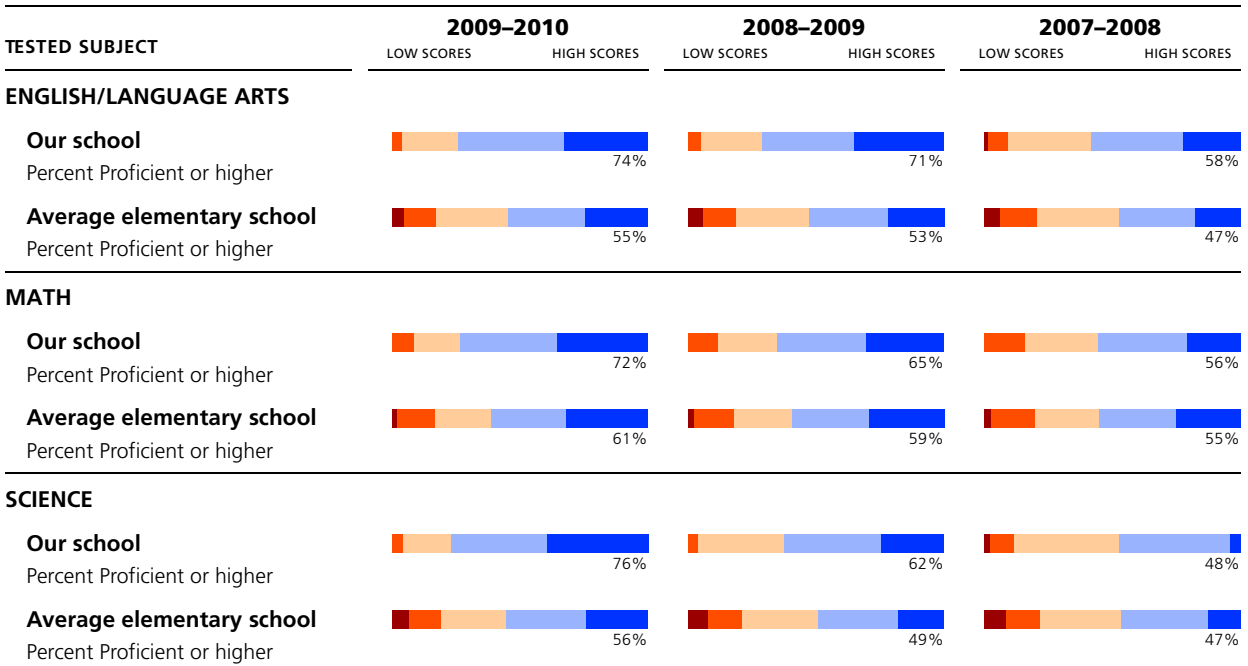
STUDENT ACHIEVEMENT

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

TESTED SUBJECT	2009–2010	2008–2009	2007–2008
	LOW SCORES — HIGH SCORES	LOW SCORES — HIGH SCORES	LOW SCORES — HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	74%	71%	58%
Average elementary school Percent Proficient or higher	55%	53%	47%
MATH			
Our school Percent Proficient or higher	72%	65%	56%
Average elementary school Percent Proficient or higher	61%	59%	55%
SCIENCE			
Our school Percent Proficient or higher	76%	62%	48%
Average elementary school Percent Proficient or higher	56%	49%	47%

SOURCE: The scores for the CST are from the spring 2010 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 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 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
SCHOOLWIDE AVERAGE		74%	96%	**SCHOOLWIDE AVERAGE:** About 19 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		53%	96%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		55%	95%	

Subgroup Test Scores

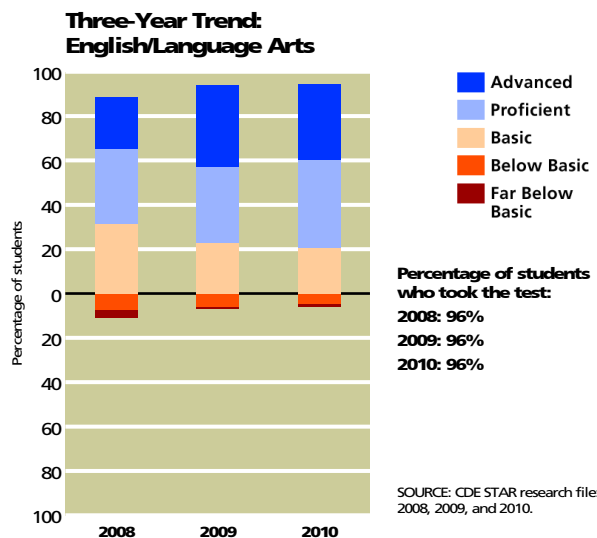**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES — HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		71%	172	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		76%	196	
English proficient		80%	291	**ENGLISH PROFICIENCY:** 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.
English Learners		47%	77	
Low income		68%	188	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		79%	180	
Learning disabled		50%	47	**LEARNING DISABILITIES:** 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.
Not learning disabled		76%	321	
African American		75%	56	**ETHNICITY:** 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.
Hispanic/Latino		71%	217	
White/Other		78%	55	

SOURCE: The scores for the CST are from the spring 2010 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.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2008: 96%
2009: 96%
2010: 96%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

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
SCHOOLWIDE AVERAGE		72%	96%	**SCHOOLWIDE AVERAGE:** About 11 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		61%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		61%	92%	

Subgroup Test Scores

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

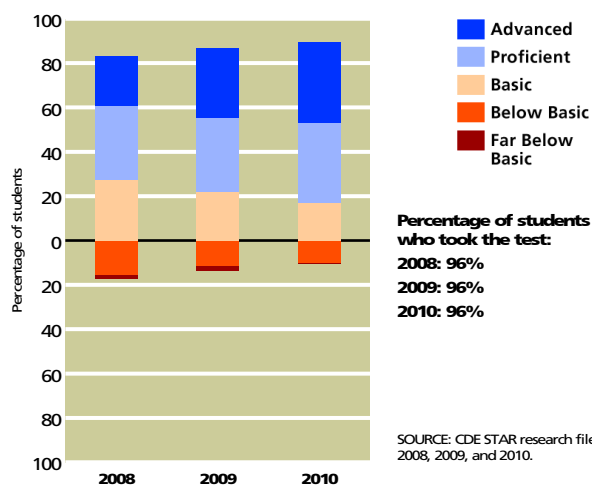■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		72%	173	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		72%	194	
English proficient		77%	290	**ENGLISH PROFICIENCY:** 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.
English Learners		55%	77	
Low income		65%	187	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		79%	180	
Learning disabled		60%	46	**LEARNING DISABILITIES:** 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.
Not learning disabled		74%	321	
African American		79%	56	**ETHNICITY:** 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.
Hispanic/Latino		66%	215	
White/Other		78%	55	

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You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2008: 96%
2009: 96%
2010: 96%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

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
SCHOOLWIDE AVERAGE		76%	93%	**SCHOOLWIDE AVERAGE:** About 20 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		54%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		56%	94%	

Subgroup Test Scores

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

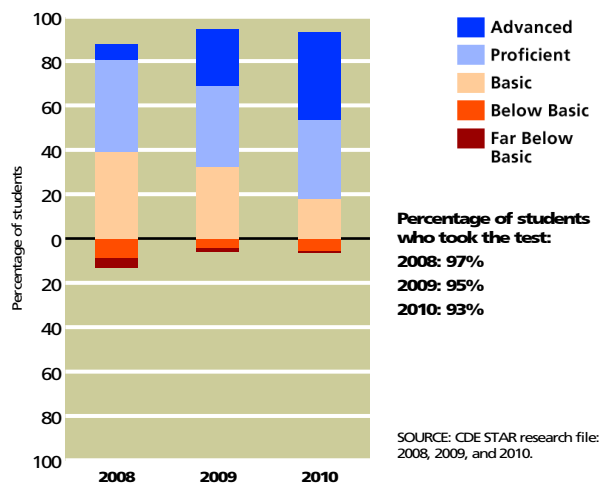**■ FAR BELOW BASIC, BELOW BASIC, AND BASIC   ■ PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		79%	67	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced.
Girls		73%	73	
English proficient		82%	125	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	15	
Low income		69%	68	**INCOME:** About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		82%	72	
Learning disabled	NO DATA AVAILABLE	N/A	7	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		76%	133	
African American	DATA STATISTICALLY UNRELIABLE	N/S	23	**ETHNICITY:** 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.
Hispanic/Latino		65%	75	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	21	

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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

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2008: 97%
2009: 95%
2010: 93%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

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.

STUDENTS

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	15%	8%	6%
Asian American/ Pacific Islander	9%	10%	11%
Hispanic/Latino	59%	64%	51%
White/European American/ Other	17%	17%	31%

SOURCE: CBEDS census of October 2009. 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 $40,793 a year (based on a family of four) in the 2009–2010 school year. At Burnett, 49 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	49%	N/A	56%
Parents with some college	71%	49%	56%
Parents with college degree	37%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 71 percent of the students at Burnett have attended college and 37 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. All 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.

Our average class size schoolwide is 27 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Third grade	21	N/A	N/A
Fourth grade	31	N/A	N/A
Fifth grade	30	N/A	N/A

SOURCE: This information provided by the school district.

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, where they sign in and receive a red badge to wear throughout their stay.

We revise our School Safety Plan annually; we last revised it on October 11, 2010. 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. During the fall we hold an earthquake simulation drill (The Great Shakeout).

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. We use white slips for school infractions. Students may be suspended or expelled in extreme situations.

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 2:10 p.m. to make time for teacher collaboration and meetings. Our third grade students are on an Early Bird/Late Bird 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 2:10 p.m. on Wednesdays. We also offer math and reading help, art, choir, band, 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 help staff members and fund our Hands-on-Art Program and participate in our annual Rock It For Burnett In and Out Concert. 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 third year as our principal. She has 17 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, who advise our SSC and help to shape our program for English Learners. Our Leadership Team, made up of the principal and one teacher from each grade level, gather input from classroom teachers and help to create staff meeting agendas. Teachers meet bimonthly to analyze test scores and student work, discuss teaching methods, make curricular decisions, and monitor the effectiveness of our programs.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"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.

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 2010–2011 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.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%

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

with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

Staff Development

In 2009–2010 our teachers attended three days of staff development training during the school year. These days were devoted to learning about English Language Development, differentiated (customized) instruction, and Shared Best Practices/Writing. 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.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009-2010	3.0
2008–2009	3.0
2007–2008	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 college-level courses 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 and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	1.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

At Burnett students have many opportunities to participate in activities and afterschool programs. Chess club, intervention, homework support, Band, Drama and Student Council, and Dance are open to students in grades three through five. In March we hold a chess match between Burnett and Anza schools.

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.

Gifted and Talented Education (GATE)

Our GATE program officially begins in the third grade. Students join this program if they have high scores on standardized 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 2009–2010 we offered programs to 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. 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. Lunch Bunch counseling and group guidance are available weekly for students working on social skills, peer relations, and self esteem.

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 Cross-cultural Language and Academic Development (CLAD) 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. Each classroom has four or more 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 projector. We also have a new computer media center with 35 computers.

We have a day custodian and a night custodian who keep our facilities clean throughout the day as needed. We are anxiously awaiting our new multipurpose room.

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 2010–2011 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 use funding to support English Language Development and intervention classes. Read Naturally is used to support both programs. Through our annual fund-raisers, our PTA raise funds for classroom supplies, field trips, library books, and special assemblies. The Wiseburn Education Foundation raises money to help fund our credentialed music teacher.

Spending per Student (2008–2009)

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 388 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)	$4,255	$4,552	-7%	$5,653	-25%
Restricted funds ($/student)	$1,879	$1,875	0%	$3,083	-39%
TOTAL ($/student)	$6,135	$6,427	-5%	$8,736	-30%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

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	$1,018,023	$343,183	$1,361,206	57%
Other staff salaries	$235,814	$108,000	$343,813	14%
Benefits	$252,303	$73,335	$325,637	14%
Books and supplies	$46,611	$9,053	$55,664	2%
Equipment replacement	$0	N/A	N/A	N/A
Services and direct support	$96,812	$194,963	$291,775	12%
TOTAL	$1,649,562	$728,534	$2,378,096	

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

Compensation per Staff with Teaching Credentials (2008–2009)

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	$80,071	$81,292	-2%	$72,020	11%
Retirement benefits	$6,824	$6,775	1%	$5,840	17%
Health and medical benefits	$5,184	$5,491	-6%	$9,324	-44%
Other benefits	$652	$715	-9%	$384	70%
TOTAL	$92,731	$94,273	-2%	$87,568	6%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

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	$1,361,206	86%
Retirement benefits	$116,015	7%
Health and medical benefits	$88,131	6%
Other benefits	$11,079	1%
TOTAL	$1,576,431	

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

» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. 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	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	16	16	16
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES:

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	2008–2009	2009–2010	2010–2011
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	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	1	1	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES:

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.

	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
SUBJECT	**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: Please note that our textbooks are the most recent approved by the State Board of Education or our Local Education Agency, except for readying/language arts. Due to funding, we applied for and received a waiver, allowing us to wait two years to buy new textbooks.

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
OVERALL RATING	**Good**	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	**Good**	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	**Good**	No apparent problems.
C. CLEANLINESS	**Good**	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	**Good**	No apparent problems.
E. RESTROOMS/FOUNTAINS	**Good**	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	**Fair**	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	**Good**	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

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

INSPECTORS AND ADVISORS: This report is not yet completed. It is subject to change. The facilities inspection occurred on Wednesday, September 22, 2010. There were no other inspectors used in the completion of this form.   The Facilities Inspection Tool was completed on Wednesday, September 22, 2010.

» 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	348
Black/African American	15%
American Indian or Alaska Native	0%
Asian	4%
Filipino	3%
Hispanic or Latino	59%
Pacific Islander	2%
White (not Hispanic)	14%
Two or more races	3%
Socioeconomically disadvantaged	51%
English Learners	21%
Students with disabilities	16%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. 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	75
Grade 4	120
Grade 5	153
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2009.

Average Class Size by Grade Level

GRADE LEVEL	2007–2008	2008–2009	2009–2010
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	21
Grade 4	31	30	31
Grade 5	29	31	30
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	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2009. Information
for 2009-2010 provided by the school district.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2007–2008			2008–2009			2009–2010		
	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	8	0	0	7	0	0	1	4	0
Grade 4	0	5	0	0	6	0	0	4	0
Grade 5	0	5	0	0	4	0	0	5	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	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2009. Information for 2009-2010 provided by the school district.

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
	2007–2008	2008–2009	2009–2010	2009–2010
With Full Credential	19	18	18	113
Without Full Credential	0	0	0	0

SOURCE: Information provided by school district.

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 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
Grade 5	18%	26%	40%
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

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 2009–2010 school year, we had three 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 ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	1	1	6
2008–2009	1	1	5
2007–2008	0	1	6
Expulsions per 100 students			
2009–2010	0	0	0
2008–2009	0	0	0
2007–2008	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.

<div style="background:blue;color:white;text-align:center">STUDENT PERFORMANCE</div>

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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	58%	69%	73%	60%	67%	72%	46%	50%	52%
Mathematics	55%	64%	71%	50%	52%	52%	43%	46%	48%
Science	48%	62%	76%	60%	64%	72%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student 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.

	STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	75%	79%	87%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	73%	73%	N/A
Filipino	91%	10%	N/A
Hispanic or Latino	70%	64%	65%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	79%	79%	90%
Two or more Races	N/A	N/A	N/A
Boys	70%	70%	79%
Girls	76%	72%	73%
Socioeconomically disadvantaged	68%	64%	69%
English Learners	48%	54%	27%
Students with disabilities	53%	57%	N/A
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

<div style="background:blue; color:white; text-align:center">**ACCOUNTABILITY**</div>

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	2007–2008	2008–2009	2009–2010
Statewide rank	7	7	8
Similar-schools rank	8	7	10

SOURCE: The API Base Report from December 2010.

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.

	ACTUAL API CHANGE			API
SUBGROUP	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	-2	+50	+12	865
Black/African American	N/A	N/A	N/A	N/A
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	-12	+34	+21	847
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+14	+74	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+10	+34	+20	837
English Learners	N/A	+51	+26	818
Students with disabilities	N/A	N/A	N/A	740

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	865	843	767
Black/African American	N/A	844	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	847	829	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	N/A	874	838
Socioeconomically disadvantaged	837	808	712
English Learners	818	772	692
Students with disabilities	740	699	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

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 680 or growth of at least one point

AYP for the District

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

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

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 December 2010.

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 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

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
FISCAL YEAR 2008–2009			
Total expenses	$16,712,282	N/A	N/A
Expenses per student	$7,583	$8,275	$8,736
FISCAL YEAR 2007–2008			
Total expenses	$16,632,115	N/A	N/A
Expenses per student	$7,704	$8,267	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 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	$41,154
Midrange teacher's salary	$73,001	$63,517
Highest-paid teacher's salary	$87,905	$80,951
Average principal's salary (elementary school)	$110,314	$102,080
Superintendent's salary	$168,000	$150,626
Percentage of budget for teachers' salaries	43%	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