

# Peter Burnett Elementary School

5403 W. 138th Street • Hawthorne, CA 90250 • (310) 725-2151 • Grades 3-5

Laura Sullivan, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Wiseburn Unified School District

13530 Aviation Blvd.  
Hawthorne, CA 90250  
(310) 643-3025

### District Governing Board

Roger Banuelos

Israel Mora

Dennis Curtis

JoAnne Kaneda

Nelson Martinez

### District Administration

Dr. Tom Johnstone  
**Superintendent**

Dr. Chris Jones  
**Deputy Superintendent**

David Wilson  
**Chief Business Official**

Ana Montes  
**Director of Human Resources and  
Maintenance & Operations**

Cathy Waller  
**Director of Psychological Services**

### Principal's Message

Peter Burnett Elementary School was named after the first governor of the state of California. Burnett is one of four schools in the Wiseburn Unified School District. Peter Burnett is located in the southern (Hollyglen) section of the district servicing 440 students in grades three through five.

In 2013–2014 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. The Accelerated Reader Program, a program which challenges students to improve their reading and comprehension by starting them at their independent level and allowing them to read books and take tests according to the progress they make throughout the school year. This program is used by all students and staff members. Students at Peter Burnett are provided opportunities to soar academically. Burnett students were able to increase their vocabulary and reading skills by participating in the Accelerated Reader and Study Island Programs.

The staff continues to implement Professional Learning Communities (PLC) whereby teachers and staff collaborate to improve student achievement. We have also added another layer to our Response to Intervention Pyramid, Behavior. 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 community members 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. Through our morning interventions we have been able to focus on reading, mathematics and English Language Development. Interventions have been an integral part of our continued success on Standardized Assessments.

The 2013-2014 School Year brought in support from our community partners (Wiseburn Education Foundation, Food for Less, Fresh and Easy, Harmony Project, P.S. Arts and our wonderful PTA) Our Growing Great Program is a nutrition program, which supports the principles of good nutrition. Our parents are trained as docents and assume all responsibilities for the Growing Great Program and Hands on Art Program, an art program also staffed by our wonderful parents. Parents assist with lessons in classrooms and provide valuable insight to children.

## Major Achievements

- We continue to focus our efforts on improving the scores of our English Learners and have noticed great improvement.
- Peter Burnett Elementary School has continued to show steady growth on the Academic Performance Index over the past five years reaching a score of 872. Overall, there has been steady improvement across all subgroups at Peter Burnett. We met all growth targets in 2012-2013. This significant accomplishment was possible through the diligent work of the Burnett staff in developing a rigorous academic program with high expectations.
- Our math and reading (interventions) help for students who need academic support proved to be successful. Our Response to Intervention Team. RTI is a philosophical approach to instruction that all students can learn at high levels when provided the proper support systems.
- All teachers focus on Accelerated Reader, which helps students to grow academically.
- Many of our students participated in the District Spelling Bee and for two consecutive years 5th grade Burnett students represented the school/district in the Los Angeles County Spelling Bee.
- We are very proud of the accomplishments of our students.
- We are fortunate to have a music program during the school day, and students can participate in music classes before school and after school through District funding, The Wiseburn Education Foundation, P.S.
- Arts partners and The Harmony Project, which offers classes on campus three days a week, with a total of four instrumental classes.
- We are very proud of the large number of students participating in our GATE Program provided through STAR Education.

## Focus for Improvement

- Teachers will continue to embrace the concept of professional learning communities based on the work of Richard and Rebecca DuFour. Grade-level teams along with our Common Core consultants keep teachers abreast of changing standards and Common Core practices. Our Response to Intervention (RTI) model for teachers is used to provide immediate feedback to support academic and behavioral concerns. Teachers and staff collaborate, set goals, create common assessments, and provide necessary interventions for students who need more time and resources to achieve proficiency on grade level goals.
- Burnett teachers created a pyramid of support measures in reading and behavior.
- Using the support of Simple Solutions we are able to provide more support to students in the areas of math and language arts.
- Burnett has high expectations for what students learn, reflected by a school wide belief that all students can learn. High academic standards and a belief that every student in the school should be challenged permeates the discussions in school of student progress, placement decisions, and the implication of those decisions. Timely and regular opportunities are available for parents, teachers, guidance staff, and students to confer about students' progress, choices, and the possible consequences of their decisions.
- At Peter Burnett the traditional hierarchy that teachers teach, students learn, administrators manage and parents observe has been completely changed. Instead, all community members are relied upon as valued contributors to the school's leadership and as problems solvers.

At Peter Burnett Elementary School, our message is a simple one: "Improved Student Achievement Through High Expectations". Students are expected to put forth their best effort to excel in all aspects of their school experience. Parents are expected to work collaboratively with staff and provide the support needed to ensure that their children will be academically successful. Peter Burnett's administration, teachers and classified staff are expected to provide students with a quality instructional program.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (310) 725-2151.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 3	141
Gr. 4	150
Gr. 5	150
<b>Total</b>	<b>441</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.0
Asian	4.0
Filipino	1.2
Hispanic or Latino	66.2
Native Hawaiian/Pacific Islander	0.2
White	14.5
Two or More Races	6.5
Socioeconomically Disadvantaged	47.6
English Learners	20.3
Students with Disabilities	15.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Peter Burnett Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	21	19	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Wisburn Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	121
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Peter Burnett Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	100.00	0.00
<b>High-Poverty Schools</b>	100.00	0.00
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Houghton Mifflin 2003
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McGraw-Hill "My Math" 2014
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pearson Science 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Houghton Mifflin History Social Science 2007

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Burnett's campus received a complete make over summer 2014

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: January 2015**

<b>System Inspected</b>	<b>Repair Status</b>				<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]				
<b>Interior:</b> Interior Surfaces	[X]				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]				
<b>Electrical:</b> Electrical	[X]				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		[X]			
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]				
<b>Structural:</b> Structural Damage, Roofs	[X]				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Summer 2014 changed ceiling tiles and new playground equipment & surface material. Restroom toilet partitions new repair & replacement.
		[X]			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	78	74	85	66	66	69	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	66	73	72	71	73	73	54	56	55
Math	76	78	80	51	51	52	49	50	50
HSS				68	69	70	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	7	7	9

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.4%	22.5%	44.2%

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	69
All Student at the School	85
Male	83
Female	88
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	81
Native Hawaiian/Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	77
English Learners	60
Students with Disabilities	92
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-3	12	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	22	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	15	16
English Learners	8	20	13
Students with Disabilities			-17

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement

We have many ways for parents to participate in 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 academic and financial decisions. Parents of English Learners are vital to our English Language Advisory Committee and to outreach efforts on behalf of new families. Many teachers use parent volunteers to help with special projects in the classroom and to chaperone field trips.

The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. Our PTA helps staff members in classrooms and supports programs throughout the school. Mrs. Sweeney, fifth grade teacher serves as a teacher liaison for our PTA. Parent volunteers sponsors both our Hands-on-Art and Growing Great Programs. Parents participate in our annual Father/Daughter Dance, Mother/Son Game Night, field trips, restaurant nights, seasonal fundraising activities and book fairs. 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 school principal, Laura Sullivan at (310) 725-2151.

### State Priority: School Climate

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

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

### School Safety Plan

The Burnett staff monitors the school grounds 10 minutes before and 15 minutes after school, as well as at all recesses and 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 gated. Visitors must enter the school through the main office, where they sign in and receive a Burnett badge to wear throughout their stay. Our School Safety Plan is revised annually. We last revised it in January 2014. The School Safety Plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available to all community members and is located in the main office. The Burnett Staff has an opportunity to discuss the plan and participate in school drills and staff meetings related to our school safety plan. Various drills are practiced throughout the school year. Monthly, we conduct one of the following drills Fire, Intruder on Campus, Lockdown, Shelter- in- Place, Drop Drill and Earthquake Drill.

Last year we added several new safety precautions due to situations that occurred throughout the United States. Every year, as a District we participate in the annual earthquake simulation drill (The Great Shakeout). First, we trained staff members and discussed various ways to support our students, staff members and parents in case of an emergency. Next, we informed our parents during a "Parent Safety Night Activity." An open forum was held during our January PTA meeting where parents had the opportunity to ask questions and make suggestions about school safety. The information gathered from the meeting will be used to promote a safe school environment where all constituents receive the same information and adapt to any changes together as one unit. Parents were able to express themselves and discuss various ways to support their children following the procedures set forth by the Wiseburn Unified School Board and Peter Burnett School.

Staff members wear badges to identify themselves as members of the Peter Burnett community. All visitors are required to check- in through the office and obtain a visitors pass. As a school, we continue to practice drills and restock our emergency supplies on a regular basis. Parents are relied upon as valued contributors to the school's leadership team and as problem solvers. Parents have been added as support to our plan, and as an integral part of emergency/district drills.

In Wiseburn we are privileged to have wonderful law enforcement support. The presence of our local law enforcement officers patrolling our neighborhoods and schools during crucial times for learning institutions is appreciated by all.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.2	0.7	0.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 3	27.6	18	22	1	19	6	36	30	36	0		
Gr. 4	32.2	22	21	0	13	14	21	28	35	14		
Gr. 5	30	25	26	7	7	7	28	28	14	0		14

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.50
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.50
Social Worker	0
Nurse	HS (1)
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	441

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42,639	40,329
Mid-Range Teacher Salary	62,436	69,435
Highest Teacher Salary	84,579	79,279
Average Principal Salary (ES)	98,048	
Average Principal Salary (MS)	101,624	
Average Principal Salary (HS)		
Superintendent Salary	191,009	
Percent of District Budget		
Teacher Salaries	46	
Administrative Salaries	5	

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	2,104,721	450,815	1,653,906	53,521
District	♦	♦	10,936,390	64,433
State	♦	♦		69435
Percent Difference: School Site/District			-84.9	-16.9
Percent Difference: School Site/ State				-22.9

**Types of Services Funded at Peter Burnett Elementary School**

Types of services funded in 2013-14 were the overall educational program to the students of Burnett Elementary School. The school also provided supplemental instructional programs to students who displayed need. In addition, Burnett Elementary provided supplemental instructional services per the District's Title I entitlement.

**Professional Development provided for Teachers at Peter Burnett Elementary School**

During the 2013–2014 school year, our teachers attended 3 days of staff development that tied into our overall professional development plan for the implementation of Common Core State Standards. Through our continued partnership with the Talking Teaching Network, the focus was on both English Language Arts and Mathematics through the work of grade level hubs and the Common Core Transition Committees. We also continued our focus on student results, allowing our teachers to create their own assessments and to use district common assessments, with analysis of student achievement based on California Content Standards. Each Wednesday, students are released by 2:10 p.m. for grade-level and site-level planning activities. When planning staff training, teachers and administrators look at student work, test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.