



Peter Burnett Elementary School

5403 W. 138th Street • Hawthorne, CA 90250 • (310) 725-2151 • Grades 3rd, 4th and 5th

Laura Sullivan, Principal

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<http://burnett77.wix.com/burnett>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Wiseburn Unified School District

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District Governing Board

Roger Banuelos
Israel Mora
Neil Goldman
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 is one of four schools in the Wiseburn Unified School District. Peter Burnett is located in the southern section of the district (Hollyglen) servicing 450 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 are 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, the focus has been placed on reading, mathematics and English Language Development. Interventions have been an integral part of our continued success on Standardized, school, and District Assessments.

The 2013-2014 School Year brought in support from our community partners (Wiseburn Education Foundation, Food for Less, 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.

Burnett staff are investigating and incorporating Cognitively Guided Instructional practices (CGI), a professional development protocol that increases teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations.

Major Achievements

- We continue to focus our efforts on improving scores of our English Learners and have noticed a great improvement.
- Peter Burnett Elementary School has continued to show steady growth 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 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 have 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. Students participate in music classes before school and after school through District funding, P.S. Arts, and The Wiseburn Education Foundation. The District partners with The Harmony Project, which offers classes on campus. Our GATE Program provided through STAR Education has the highest number of students in the District.

Math Common Core Standards are designed to provide a learning environment in which all students are able to reach their full potential and become lifelong learners and positive global citizens. Aerospace engineers and other community partners and professionals that visit our classrooms to mentor, team teach and be STEM role models reflect the gender and diverse ethnicities of our student population. Teachers provide flexible strategies that can be used in a variety of ways with all students. This three-pronged strategy combines solid instruction, daily-distributed practice, and meaningful instant assessments. In third grade, students complete Simple Solutions lessons on a daily basis. Upper- grade students do their lessons independently and check their own work. By following this simple daily routine, teachers are able to provide high-quality, specific feedback in a timely manner. Additionally, the daily routines and frequent assessments give teachers the data they need to plan and personalize instruction.

All instructional activities are designed to help students master Common Core State Standards. Staff cite alignment to these standards in lesson plans, project designs, and assessments. Programs like Simple Solutions are not only aligned to standards but expose students to the content and item types they will experience on state summative assessments. Intervention strategies promote and utilize 21st-century skills (critical thinking, collaboration, creativity, and communication).

Wiseburn's LCAPs specifically prioritize a more robust array of integrated interventions for struggling students utilizing a technology platform"; a "focus on personalization of student learning;" more coaching and collaboration time for grade levels in the implementation of Common Core Standards; and, "a focus on student ownership of learning and the real-world application of learning" Burnett received LCAP funds to: "upgrade and integrate wireless systems for 1:1 technology implementation.;" "increase the number of site-based Technology Mentors;" and expand Project Lead The Way [and related teacher training];" and, "hire a 50% FTE Reading Intervention Specialist. Title 1 funding made possible the hiring of a "Math Coach to assist targeted students in Math comprehension."

All stakeholders are engaged in the model/practice used at Peter Burnett. Students work in Peer Learning Communities (modeled after teacher PLCs) and are active learners, not passive listeners. Students learn how to take initiative and responsibility, build their confidence, work in teams, communicate ideas, manage themselves more effectively and solve meaningful problems that speak to issues in their community and lives. Students contribute to decisions about how they work and what they create – then give, receive, and use feedback to improve their process and products. Through technology integration, teachers and students collaborate more effectively and connect with experts, partners, and audiences around the world. We instituted a Multiplication Club that meets every day for 15-20 minutes during lunch. For an average of 4-5 weeks, each student's sole daily focus is on multiplication until they "test out." After that, they periodically return for refresher units. Incorporating feedback from parents, we changed the traditional format of parent conferences from summative-based to formative assessments. Four to six weeks before the conference, the teacher, parent/s and student the final grade for the trimester is issued. This way, at the time the report cards are issued, the experiences becomes a positive one focused on student improvement. Because these conferences are student led, students are more engaged and, along with their parents, are now more focused on progress, potential and long-term learning rather than the grade. Parents now come to our Technology nights "ready to work." Tech mentors provide demonstrations of educational software and portals that allow parents to monitor their child's work and school staff-generated websites and videos that provides instruction on how to better support their child's academics. Following these demonstrations, parents are provided devices to explore these resources and receive additional personalized tips from school staff about specific student needs. Parents are also engaged through the Simple Solutions workbooks supplied to them by the school. Like student work, these books are focused on the problem- solving process as well as solving the problem. In the back of these books is a student/parent guide that walks them through a problem- solving. Burnett 3rd grade students are especially engaged in learning when engineers from our nearby aerospace industry partners visit the students and team teach with their classroom teachers. As the engineer explains how what our students are learning in the classroom applies to what they as engineers do at work, students get excited and complete team projects that are critiqued by these mentors. These highly valued partners put a face to STEM and real world relevance to the team problem- solving process.

Focus on Improvement

- Teachers 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 Common Core goals.
- Burnett teachers created a pyramid of support measures in reading and behavior. Our new PBS system is providing an avenue of new ideas and activities for students.
- 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 the school of students' 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians and community members should contact the school at (310) 725-2151 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	143
Grade 4	151
Grade 5	152
Total Enrollment	446

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.3
Asian	3.1
Filipino	1.6
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0.9
White	16.8
Two or More Races	7
Socioeconomically Disadvantaged	41.7
English Learners	17.5
Students with Disabilities	16.1
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	22	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Peter Burnett Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

All students have access to core curriculum through District provided textbooks. In addition to District approved reading and math textbooks, students are issued social studies and science books. In 2003 Houghton Mifflin was adopted for language arts. Last year (2014) Wiseburn Unified School District adopted My Math by McGraw-Hill to support mathematics. All instructional activities are designed to help students master Common Core Standards.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill "My Math" 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Science 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin History Social Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Burnett's campus received a complete make-over during summer 2014. Classrooms received new carpets, paint, LCD projector mounts, and options to show videos, movies etc.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	53	60	44
Math	42	37	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	74	85	58	77	83	76	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.20	23.00	39.90

* 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.

2014-15 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	76
All Student at the School	58
Male	61
Female	54
Black or African American	42
Asian	--
Filipino	--
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	--
White	69
Two or More Races	--
Socioeconomically Disadvantaged	42
English Learners	12
Students with Disabilities	38
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	142	139	97.9	12	29	25	33
	4	151	149	98.7	23	27	28	23
	5	151	145	96.0	23	26	30	22
Male	3		64	45.1	11	28	23	38
	4		63	41.7	27	24	27	22
	5		73	48.3	33	22	25	21
Female	3		75	52.8	13	31	27	29
	4		86	57.0	20	29	28	23
	5		72	47.7	13	29	35	24
Black or African American	3		16	11.3	25	31	13	31
	4		7	4.6	--	--	--	--
	5		14	9.3	14	36	21	29

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	0.7	--	--	--	--
	4		5	3.3	--	--	--	--
	5		8	5.3	--	--	--	--
Filipino	3		2	1.4	--	--	--	--
	4		2	1.3	--	--	--	--
	5		3	2.0	--	--	--	--
Hispanic or Latino	3		82	57.7	15	33	23	29
	4		102	67.5	24	31	26	19
	5		85	56.3	29	25	32	14
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
	5		2	1.3	--	--	--	--
White	3		26	18.3	4	27	38	31
	4		22	14.6	18	18	18	45
	5		24	15.9	8	25	25	42
Two or More Races	3		12	8.5	0	17	33	50
	4		10	6.6	--	--	--	--
	5		9	6.0	--	--	--	--
Socioeconomically Disadvantaged	3		49	34.5	27	39	16	18
	4		67	44.4	25	42	24	9
	5		64	42.4	33	27	28	13
English Learners	3		27	19.0	7	37	26	30
	4		27	17.9	44	30	26	0
	5		20	13.2	55	35	10	0
Students with Disabilities	3		23	16.2	22	35	22	22
	4		22	14.6	45	27	9	18
	5		23	15.2	61	17	13	9
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	142	140	98.6	9	32	46	13
	4	151	149	98.7	21	38	30	12
	5	151	145	96.0	37	37	17	9
Male	3		65	45.8	8	28	46	18
	4		63	41.7	17	37	32	14
	5		73	48.3	44	30	15	11
Female	3		75	52.8	9	36	47	8
	4		86	57.0	23	38	28	10
	5		72	47.7	31	43	19	7
Black or African American	3		16	11.3	13	44	31	13
	4		7	4.6	--	--	--	--
	5		14	9.3	29	43	21	7
Asian	3		1	0.7	--	--	--	--
	4		5	3.3	--	--	--	--
	5		8	5.3	--	--	--	--
Filipino	3		2	1.4	--	--	--	--
	4		2	1.3	--	--	--	--
	5		3	2.0	--	--	--	--
Hispanic or Latino	3		83	58.5	8	37	49	5
	4		102	67.5	25	39	25	11
	5		85	56.3	48	32	16	4
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
	5		2	1.3	--	--	--	--
White	3		26	18.3	8	15	42	35
	4		22	14.6	23	18	50	9
	5		24	15.9	17	46	21	17
Two or More Races	3		12	8.5	8	25	50	17
	4		10	6.6	--	--	--	--
	5		9	6.0	--	--	--	--
Socioeconomically Disadvantaged	3		50	35.2	14	42	44	0
	4		67	44.4	25	49	21	4
	5		64	42.4	53	31	14	2
English Learners	3		28	19.7	11	36	50	4
	4		27	17.9	33	59	4	4
	5		20	13.2	75	15	10	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		23	16.2	22	35	35	9
	4		22	14.6	41	32	14	14
	5		23	15.2	52	26	22	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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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

There are many ways for parents to participate in our school, and we depend on parents to keep our programs running smoothly. The prominent marquee posted near the front entrance informs our school community about important upcoming events. Additionally, next to the office is a glass case in which informative information is exhibited. Also, all District and school, information and flyers are available in the school office. As needed eye-catching posters or signs are hung on the gate. 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 chaperon 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 sponsor 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, Family Arts Night, Craft Night, Movie Nights, Ice Skating and Book Fairs. Parents are encouraged to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and February. We always need new volunteers! Parents, who are not able to volunteer during the school day, may prepare classroom projects at home. Parents feel comfortable coming on campus to help in classrooms and attend meetings. They feel welcomed by our office staff, classroom teachers, librarian, and principal. A volunteer breakfast is held in the spring to recognize our wonderful volunteers and to let them know about the value of their participation in their school. 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

Peter Burnett continues to embrace our student population and provides a safe and secure environment. All gates leading to campus continue to be opened around 8:20 am and students can begin to enter the campus. This was a change from keeping students on the blacktop area until the 8:25 AM bell. 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 participates 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. As a whole, the shift in culture has also caused overall discipline to decrease as basic referrals are down as well as suspension numbers. Elementary School safety is a top priority and aides and tutors cover the campus and monitor activities on campus. The following topics outline our Comprehensive Safe Elementary School Plan and include the major action plan that focuses on programs and policies that help in our goal of a safe Elementary School.

Our Comprehensive Safe Elementary School Plan includes the following state mandates:

- A safe and orderly environment that is conducive to learning
- Disaster procedures for various emergency situations
- Sexual Harassment Policy
- Procedures for reporting hate crimes
- Procedures for notifying teachers of dangerous students
- Child Abuse reporting procedures
- Elementary School dress code and board policy
- Policies related to suspension and expulsion
- Procedures for student safe ingress and egress
- Elementary School Rules

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. 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 supports a love for learning, which is appreciated by all.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.73	0.46	0.45
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate			1.16
Expulsions Rate			0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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		20.0

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
3	27	24	23	1	1	1	30	36	36			
4	31	24	29		7		28	35	35			
5	26	28	29	7	7	12	28	14	35		14	
Other	4			6								

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Professional Development provided for Teachers

Staff Development continues to play a pivotal role in the Wiseburn Unified School District. Teachers participate in three Staff Development days where they receive training to support District goals. Through our continued partnership with Talking Teaching Network, the focus was on both English Language Arts and Mathematics through the work of grade level groups and the Common Core Transition Committees. We also continued our focus on student-centered work as teachers create grade level assessments based on an analysis of student achievement based on Common Core State Standards to supplement District Assessments. Each Wednesday, students have an early dismissal to designate ample time for teacher, grade level and site level planning activities. From this, student strengths and learning needs are identified and strategies for improving delivery of services and instruction which are aligned to professional development groups. 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.

Professional Learning Communities are commonly referred to as “communities of continuous inquiry and improvement,” (Dykman-2002). With that in mind, we aspire in our PLCs to continuously question, investigate, share learning, and act on it. This process takes place daily on an informal basis and twice a month in scheduled PLC meeting times. Our principal takes the lead in creating a school-wide culture of inquiry and improvement. This is a professional, nurturing, environment that encourages collaboration among staff and other stakeholders as we reflect on strengths and growth areas through analysis of self-assessments, feedback from peers, parents, and partners, and collected quantitative, qualitative, and process data. From this, student strengths and learning needs are identified and strategies for improving delivery of services, instruction, professional development, parent education and support formulated or refocused. Important in this process is the staff’s immediate improvement by learning to use data resulting in increased student learning over the long-term. For example, we encourage staff to preface comments with phrases such as “according to the data”. Process evaluation results measure the fidelity of implementation and identify areas of service/instructional delivery that need to be adjusted for Burnett to achieve its goals. When combined and analyzed, these results clearly show us where we might need improvement in staff development, parent communication, curriculum, data systems, and vertical grade level collaboration.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

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

Types of Services Funded

Types of services funded in 2014-15 were used to support the overall educational program of students at Burnett Elementary School. The school also provided supplemental instructional programs to students who displayed a need. In addition, Burnett Elementary School provided supplemental instructional services per the District's Title I entitlement. Peter Burnett specifically prioritizes a more robust array of integrated interventions for struggling students utilizing a technology platform"; a "focus on personalization of student learning;" more coaching and collaboration time for grade levels in the implementation of Common Core Standards; and, "a focus on student ownership of learning and the real-world application of learning" Burnett received LCAP funds to: "upgrade and integrate wireless systems for 1:1 technology implementation.;" "increased the number of site-based Technology Mentors;" and expand Project Lead The Way [and related teacher training];" and, "hire a 50% FTE Reading Intervention Specialist. Title 1 funding made possible the hiring of a "Math Coach to assist targeted students in Math comprehension."

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,254	1,151	5,102	68,261
District	♦	♦	4,983	71,824
State	♦	♦	N/A	N/A
Percent Difference: School Site/District			2.4	-5.0
Percent Difference: School Site/ State			N/A	N/A

* Cells with ♦ do not require data.