Peter Burnett Elementary School

5403 W. 138th Street • Hawthorne, CA 90250 • (310) 725-2151 • Grades 3-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Wiseburn Unified School District
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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 477 students in grades three through five.

The Peter Burnett community, including staff, students, principal, parents, and community members, work diligently to improve student achievement and develop globally-minded, well-rounded citizens. School-wide programs and revised interventions 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 360 Program, a program which challenges all students to improve their reading and comprehension by starting them at their independent reading level and allowing them to read books and take tests according to the progress they make throughout the school year. 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. Students at Peter Burnett are provided opportunities to soar academically, both in their classrooms and within enrichment programs that emphasize Arts education.

The staff continues to implement Professional Learning Communities (PLC) whereby teachers and staff collaborate to improve student achievement through analyzing data (local and state measures) and targeting students needing tiered levels of support. Students receive immediate and specific academic and behavioral assistance if they require it. With the addition of an elementary school counselor, a Positive Behavior Intervention System was added to support students. At Peter Burnett students are encouraged to be the BEST students they can be. That includes Being responsible, showing Effort all the way, demonstrating Safety first, and Treating all with respect. By understanding what our children need, we have been able to add more programs to ensure success. Students are recognized for demonstrating their BEST behavior by receiving positive reinforcement from school staff and recognition at weekly assemblies.

The 2016-2017 School Year brought in support from our community partners (Wiseburn Education Foundation, Harmony Project, P.S. Arts, Kitchen Community Center 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 philosophy 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. Teachers are gaining knowledge of Cognitively Guided Instruction and challenging their students to articulate their thinking through a mathematical process. Peter Burnett has been selected through the Cotsen Foundation for the Art of Teaching to further develop CGI practices with selected teachers and a full-time Mentor to support professional growth and development.

Major Achievements:

- We continue to focus our efforts on improving scores of our English Learners and have noticed a great improvement in the State test scores for students Redesignated Fluent English Proficient (RFEP).
- Peter Burnett Elementary School has continued to show steady growth over the past three years in both English Language Arts and Math in our statewide CAASPP assessments. Overall, there has been steady improvement across all subgroups at Peter Burnett. We continued to meet our growth targets in math with a 5% school-wide increase from 2016 to 2017.
- In 2017 the Wiseburn Unified School District adopted the Wonders ELA series through McGraw Hill which offers a comprehensive Language Arts program with aligned support in the areas of Special Education, Intervention, and ELD.
- Teachers participate in monthly Teacher Collaboration Time (TCT) meetings to plan and discuss the implementation of the Wonders ELA series.
- In 2017 our Intervention programs were revamped to better reflect the needs of our learners and align to the Common Core/ELD standards. Intervention teachers collaborate with the District Assessment Coordinator to monitor and assess students in formative and summative ways.
- All teachers focus on Accelerated Reader 360, which help students to grow in their reading comprehension.
- Peter Burnett is in its second year of their fellowship with the Costen-The Art of Teaching Foundation. 5 classroom teachers, ranging from grades 3-5, work closely with a Mentor to support and guide their development of CGI strategies and processes within their classrooms.
- In 2017 Burnett added credentialed Music and Art teachers to offer students instruction in the Visual and Performing Arts. Students participate in the District sponsored Harmony Project, which offers music classes on campus after the school day has ended.
- Our GATE Program provided through STAR Education has the highest number of students attending in the District.
- 1:1 Chromebooks have been implemented school-wide and teachers utilize Google Classroom as their platform for learning.
- In 2015-2016 Burnett School was awarded a Gold Ribbon Award for demonstrating excellence in mathematics.

Focus on Improvement

- Teachers continue to embrace the concept of professional learning communities and meet weekly to discuss student progress, review and analyze data, plan instruction, and develop supports that enhance the school community.
- Teachers and staff are committed to closing the achievement gap for all students in the areas of ELA and Math. Site goals are developed based on local and state data.
- 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 that provide clear guidelines and expectations for student behavior.
- Using the support of Simple Solutions, we are able to provide more support to students in the areas of math.
- Parent engagement and participation continues to be an area of focus. School administration collaborates with site PTA and the Wiseburn Education Foundation to provide opportunities for parent and community involvement within the school. Activities include our APEX Fun Run, Talent Show, Restaurant Nights, Parent Education, and Teacher Appreciation Week.
- 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 high- 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 3	140
Grade 4	178
Grade 5	145
Total Enrollment	463

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	11
American Indian or Alaska Native	1.1
Asian	2.4
Filipino	1.7
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.2
White	43
Two or More Races	9.9
Socioeconomically Disadvantaged	42.5
English Learners	15.1
Students with Disabilities	9.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Peter Burnett Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	23	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wiseburn Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Peter Burnett Elementary School	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All textbooks used in the core curriculum at Peter Burnett Elementary School are aligned to the California Standards and Frameworks. The new (K-5) English Language Arts textbook adoption is scheduled for spring 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill "Wonders" 2017
	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%
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Burnett has 20 classrooms, one SDC classroom, one resource specialist classroom, one speech therapist, and an ELD classroom/ teacher. multipurpose room, a library, and an administration building. The main campus was upgraded in 1997. The following buildings have been added to the main campus after 2009: a library, media center four classrooms, a kitchen conference room and a multi-purpose room. All classrooms were up-graded in 2014. Two portable classrooms have been added to support arts programs, counseling, PTA, and to add space for our Child Development Center. classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair
LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the LEA office, or on-line. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All custodians received training Burnett received marks of good in all areas for the 2015-2016 school- year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2018				
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			Cleaned and inspected on a regular schedule.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Constantly monitored on a regular basis.
Electrical: Electrical	X			On-going inspections held throughout the school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cleaned on a daily schedule.
Safety: Fire Safety, Hazardous Materials	X			Drills are held each month to practice current procedures.
Structural: Structural Damage, Roofs	X			Inspected and repaired by school, and district maintenance as needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2018				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Inspected and repaired as needed
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	63	61	71	71	48	48
Math	45	50	45	52	36	37

* 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 Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	58	71	76	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	19.9	19.9	47.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	149	146	98.0	71.2
Male	64	63	98.4	77.8
Female	85	83	97.7	66.3
Hispanic or Latino	97	96	99.0	66.7
White	23	22	95.7	86.4
Socioeconomically Disadvantaged	66	66	100.0	57.6
English Learners	12	11	91.7	27.3
Students with Disabilities	20	20	100.0	65.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	472	470	99.58	61.49
Male	210	208	99.05	59.62
Female	262	262	100	62.98
Black or African American	51	51	100	50.98
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	36.36
Filipino	--	--	--	--
Hispanic or Latino	141	141	100	48.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	200	99.5	69
Two or More Races	46	46	100	76.09
Socioeconomically Disadvantaged	198	198	100	45.45
English Learners	104	103	99.04	49.51
Students with Disabilities	43	43	100	41.86

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	472	471	99.79	50.11
Male	210	209	99.52	55.98
Female	262	262	100	45.42
Black or African American	51	51	100	41.18
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	141	141	100	39.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	200	99.5	55
Two or More Races	46	46	100	65.22
Socioeconomically Disadvantaged	198	198	100	35.35
English Learners	104	104	100	43.27
Students with Disabilities	43	43	100	34.88

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parent participation and engagement are essential components to our success at Peter Burnett. The prominent marquee posted near the front entrance informs our school community about important upcoming events, as well as, several areas where information is displayed and shared. Weekly and monthly emails inform parents of the current events taking place within the school and highlight the strong partnership between District and community members. Parents can join our School Site Council, which works with the administration to develop goals and allocate resources to support our students and staff. 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 help staff members in classrooms and supports programs throughout the school. Parent volunteers sponsor both our Hands-on-Art and Growing Great Programs. Parents participate in our annual Talent Show, 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, support staff, 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.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Peter Burnett continues to provide a safe, nurturing and secure environment for all students. Peter Burnett is a closed campus that is gated and students may not enter until 8:20am. All gates are monitored by teachers and staff at arrival and dismissal times. The Burnett staff monitors the school grounds 10 minutes before and 15 minutes after school, as well as at all recess and lunchtimes. Teachers and the principal regularly review the rules for safe, responsible behavior in school and on the playground with students. 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 on an annual basis and was last revised in February 2017. 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 and posted on the school website. The Burnett Staff has an opportunity to discuss the plan and participates in monthly school drills which include; Fire, Intruder on Campus, Lockdown, Shelter- in- Place, Drop Drill, and Earthquake Drill. 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). This year we are revising our evacuation procedures to allow for a more fluid and seamless exit from school buildings to a safe location. In addition, a review of emergency supplies is being conducted by staff to eliminate outdated materials and begin aligning emergency supplies district-wide. In Wiseburn, we are privileged to have responsive 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.1	1.1
Expulsions Rate	0.0	0.0	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 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	0	
Percent of Schools Currently in Program Improvement	0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.85
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
3	24	24	23		1	1	7	5	42			
4	30	30	28		0		6	6	35			
5	30	30	28		0	3	5	5	35			
Other			9			2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Staff Development continues to play a pivotal role in the Wiseburn Unified School District. In 2017, the focus for Peter Burnett Elementary and the District was the implementation of the English Language Arts series, Wonders, by McGraw-Hill. Teachers participated in three Staff Development days where they received training to support District goals related to ELA. Through our continued partnership with Talking Teaching Network, the focus was on supporting teachers in their implementation of the Wonders program, and provide opportunities for increased collaboration within and across schools and grade levels.

In addition to Language Arts, there has been continued focus and development of Cognitively Guided Instruction practices within our Math program. Teachers have received 3 day intensive training through UCLA to provide a foundation for the CGI philosophy. Additional professional development has been supported through the Cotsen Foundation, For the Art of Teaching. Peter Burnett is completing its second year of their Cotsen fellowship which is providing intensive professional development in the area of CGI for our 5 Cotsen fellows, as well as, introducing Lab Days to entire grade levels to refine and reflect on their mathematical practice.

We also continued our focus on student- centered work as teachers utilize grade level reading assessments through the Accelerated Reader (AR) program. Teachers collect and review AR data four times a year to monitor student progress in reading comprehension. 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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$50,604	$44,144
Mid-Range Teacher Salary	$83,357	$69,119
Highest Teacher Salary	$100,381	$86,005
Average Principal Salary (ES)	$122,035	$106,785
Average Principal Salary (MS)	$130,936	$111,569
Average Principal Salary (HS)		$121,395
Superintendent Salary	$232,190	$178,104
Percent of District Budget		
Teacher Salaries	39%	34%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,810	$915	$5,895	$86,170
District	♦	♦	$6,090	$84,749
State	♦	♦	$6,574	$69,649
Percent Difference: School Site/District			-3.3	1.7
Percent Difference: School Site/ State			-10.9	21.2

* Cells with ♦ do not require data.

Types of Services Funded

Types of services funded in 2016-17 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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