



Peter Burnett Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Wiseburn Unified School District

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School Description

Peter Burnett Elementary is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX.

Burnett serves 442 3rd-5th grade students: 41.1% qualify for FRPM: 16.6% are ELL, 21% identify as white; 59% Hispanic/Latino; 7% Black, 10% 2 or more races, and 2% Asian. There are 21 classroom teachers which include ELD, RSP, and SDC, counselors, credentialed music teachers, Assistant Principal and Principal. Since 2010, Burnett has been identified as a Title 1 school and now implements a school-wide 1:1 Chromebook initiative.

At Burnett Elementary we strive to bring out our BEST in all we do. While our BEST acronym guides us within our positive behavior reinforcement system (B-be responsible, E-effort all the way, S-safety first, T-treat all with respect), it also stands for something more. As 21st century learners, we know that “to be our best” involves being engaged and reflective citizens of the world. Our students, teachers, and staff are all committed to putting their BEST foot forward and are eager to jump into learning with an open and curious mind. We see a culture of continuous improvement in all aspects of school life at Burnett. Students are learning to be flexible in their thinking, valuing mistakes as learning opportunities, and using one another as resources to enhance their learning.

The learning community at Peter Burnett is supported by all parents, teachers, students, and staff. Through our PTA and Wiseburn Education Foundation we are able to provide our students with a curriculum that is well-rounded and rich with hands-on, engaging learning opportunities. Our community partnerships through local businesses such as Chevron, provide PLTW resources to help our students learn 21st-century science and engineering skills.

The staff continues to work together at improving our Professional Learning Community, whereby teachers and other support staff collaborate by using local assessments to improve student achievement. Our teachers at Burnett are also on a path of continuous growth and modeling to their students the growth mindset in action. Teachers are taking the time to collaborate and think critically as we introduce our new Language Arts series, Wonders, and continue to develop and enhance our CGI curriculum. This process is showing our students that we are ALL lifelong learners and our capacity to be flexible and adapt and change over time, leads us to make deeper connections and insights into our learning. In addition, students who require more intensive support reading and language support receive intervention before or after school. Our students utilize programs such as Lexia, Literably, and Accelerated Reader 360 to strengthen students decoding, fluency, and comprehension skills.

In Mathematics, we continue to deepen our understanding of mathematical concepts and practices through the lens of Cognitively Guided Instruction (CGI). The CGI philosophy emphasizes a student-centered approach to teaching mathematics that focuses on problem-solving, collaboration, and reflection. Students and teachers engage with concepts at a deeper level and utilize a wide variety of strategies to demonstrate their learning and understanding. Teachers are provided support through the Cotsen Foundation. Now in our fourth year, the focus has evolved to include training and support for all teachers in the area of CGI and to provide teachers with more opportunities to share practices with one another and look at student work to help guide instruction. In addition, My Math is the adopted textbook used by teachers as a primary component of their math instruction. Both ST Math and Simple Solutions are supplemental resources that help build students knowledge in key math concepts.

A Multi-Tiered System of Support continues to be implemented to allow students to receive immediate and specific academic and behavioral assistance where needed. Students are identified for intervention by test results, teacher recommendation, and school and district assessments. Our Student Study Team added new procedures for staff members to review supports for students and provide strategies for parents to support their children at home. These procedures include utilizing both formative and summative assessments, classroom observations, as well as, considering a student's social-emotional well-being to best determine the appropriate course of action for support. This process involves our school counselor, intervention specialists, parents, and classroom teachers in collectively developing strategies to support positive student outcomes.

This success is evident in our students' 2018-19 test scores. Burnett students demonstrated growth school-wide in English Language Arts and closed the achievement gap in ELA and Math two years in a row. Burnett's scores reflect positive growth as our teaching practices aligned with the state standards and curriculum and instruction became more student-centered and interactive within the classroom. Teachers collaborate to reflect on and refine best practices and use local assessments (observations, surveys, student work) to improve student achievement. In the Spring of 2018, Burnett was awarded the honor as a California Distinguished School.

Being our BEST is a continuous process that involves compassion, collaboration, creativity, and community. The learning community at Peter Burnett strives to reach those goals each and every day.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	145
Grade 4	156
Grade 5	156
Total Enrollment	457

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	0.7
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.7
White	20.4
Two or More Races	9.4
Socioeconomically Disadvantaged	38.5
English Learners	16.2
Students with Disabilities	11.2
Foster Youth	0.4

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 for Peter Burnett	17-18	18-19	19-20
With Full Credential	23	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wiseburn Unified	17-18	18-19	19-20
With Full Credential	♦	♦	125
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Peter Burnett Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

All textbooks used in the core curriculum at Peter Burnett Elementary School are aligned to the California Standards and Frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age of School Buildings

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. 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 online. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Partitions
Safety: Fire Safety, Hazardous Materials	Fair	Trouble listed on Alarm System
Structural: Structural Damage, Roofs	Fair	Down spouts and lack of gutters, kitchen roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Window screens
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	71	72	74	50	50
Math	51	58	53	57	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.9	24.0	44.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	454	454	100.00	71.15
Male	232	232	100.00	64.66
Female	222	222	100.00	77.93
Black or African American	34	34	100.00	70.59
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	90.91
Filipino	--	--	--	--
Hispanic or Latino	266	266	100.00	66.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	91	100.00	78.02
Two or More Races	44	44	100.00	79.55
Socioeconomically Disadvantaged	180	180	100.00	62.78
English Learners	94	94	100.00	56.38
Students with Disabilities	58	58	100.00	46.55
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	454	454	100.00	58.37
Male	232	232	100.00	59.48
Female	222	222	100.00	57.21
Black or African American	34	34	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	90.91
Filipino	--	--	--	--
Hispanic or Latino	266	266	100.00	50.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	91	100.00	70.33
Two or More Races	44	44	100.00	77.27
Socioeconomically Disadvantaged	180	180	100.00	49.44
English Learners	94	94	100.00	42.55
Students with Disabilities	58	58	100.00	39.66
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. 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. 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 8:00am. 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 2019. 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

Each year we add 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). We have revised our evacuation procedures to allow for a more fluid and seamless exit from school buildings to a safe location. In addition, ongoing review of our 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.9	1.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.2

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3	23		18		23		18		24		18	
4	29		30		29		25		31		25	
5	27	3	25		27	5	30		27	5	25	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff Development continues to play a pivotal role in the Wiseburn Unified School District. In 2018-19, the focus for Peter Burnett Elementary and the District was the deep study of Cognitively Guided Instruction in Math. Teachers participated in three Staff Development days where they received training to support District goals related to Math, aligning targeted instruction to the math standards and standards for mathematical practices.. Through our continued partnership with Talking Teaching Network, the focus was on supporting teachers in their implementation of CGI strategies, and provide opportunities for increased collaboration within and across schools and grade levels. In addition, Burnett is utilizing the support from a Math TOSA to support professional development in math across school settings.All teachers in grades 3-5 participated in 3 lab days with a content expert in math to support unpacking the standards and developing cohesive lessons to support their daily math instruction. Teachers co-plan and co-deliver lessons with the site coach and debrief on student work and outcomes to plan next steps in their instruction.

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.

We are in our third year of utilizing TCT (Teacher Collaboration Time) as a model to support grade level collaboration within a specific content area. In 2018-19 TCT was focused on the newly adopted ELA curriculum Wonders, NGSS and CGI strategies. In 2019- 20, we will continue the focus on understanding the math standards and SMP's (Standards for Mathematical Practices). With that in mind, we aspire in our TCT's to continuously question, investigate, share learning, and act on it. This process takes place daily on an informal basis and one a month TCT 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. Data collected is being used to develop a strategic site plan in professional development in the 2019-20 school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,110	\$46,208
Mid-Range Teacher Salary	\$84,191	\$72,218
Highest Teacher Salary	\$101,385	\$92,742
Average Principal Salary (ES)	\$112,940	\$134,864
Average Principal Salary (MS)	\$122,817	\$118,220
Average Principal Salary (HS)	\$0	\$127,356
Superintendent Salary	\$234,512	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

* 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 2018-19 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 an " Assistant Principal 50% of the time to assist with students and safety."

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,260	\$997	\$7,260	\$86,577
District	N/A	N/A	\$6,487	\$85,470
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.2	1.3
School Site/ State	-3.3	17.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.