

# The Single Plan for Student Achievement

**School:** Peter Burnett Elementary School  
**CDS Code:** 19651696023816  
**District:** Wiseburn Unified School District  
**Principal:** Laura Sullivan  
**Revision Date:** February 15, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Peter Burnett Elementary School's Vision and Mission Statements

Peter Burnett is a place where students, staff, and community members engage collaboratively in equal learning opportunities, reflecting a well-rounded curriculum, positive values, and a problem-solving mindset, which results in personal best, school spirit, and a firm foundation for life-long learning.

## School Profile

Peter Burnett Elementary School is one of four elementary schools located in the Wiseburn Unified School District. It is located in the Hollyglen section of Hawthorne in the southern part of the district and serves students in grades third through fifth.

At Peter Burnett we strive to provide each student with a well- rounded, quality education. We challenge our students to master the Common Core Standards with a rigorous, age appropriate curriculum. Our caring, highly- qualified staff is committed to our students, and works to create partnerships with our parents and community. The positive effects of these partnerships are evident through the activities of our supportive PTA, parent-led Growing Great and Hands-on Art activities. With parents and teachers working together as a team toward common goals, we provide each student with a safe, positive learning environment where they can succeed.

This success was evident in our students' 2015-2016 test scores. We were fortunate to pilot the new SBAC exam in Spring 2013 to help our students prepare for the first roll out of SBAC testing. During the 2013-2014 school year, Burnett worked to prepare students to meet the challenges of the Common Core assessment, which commenced during spring 2015. Burnett students were challenged but persevered. Several interventions were added to the school day, and parents received training during evening hours to understand the new Common Core Curriculum. Even though most schools were getting acclimated to a new test and saw a decline in scores, Burnett scores were close to meeting the standards. Over the next two years, our rigorous curriculum prepared our students to demonstrate their deepening understanding of Common Core Standards. This was evident in Burnett's improved 2015-2016 SBAC scores.

Our staff has helped at -risk students experience success over the past five years in our intervention classes. Our school has worked hard to advance the learning of all students. Intervention classes include a computer- based phonics reading program, Lexia. However, Burnett has added the following reading programs: Study Island, Raz Kids, Simple Solutions, Read Naturally and Accelerated Reader 360. All reading programs are used to strengthen students' fluency and comprehension skills. AR 360 prescribes and targets areas of concern. Students receive instruction at their independent reading level.

The addition of a full-time counselor has positively impacted our Positive Behavior Intervention Support (PBIS) program in providing new supports to our overall school-wide behavior plan. The Positive Behavior Support Plan is used to promote the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students engage in a combination of activities to promote friendship and social interaction. Burnett's counselor has added music and board games to our Friendship Square. 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. A Bulldog store has been added to support students who are following rules and further rewards their efforts. Students can cash in reward B.E.S.T. (B=Being Responsible, E= Effort all the Way, S= Safety First, and T= Treat all with Respect) slips at the Bulldog store for incentives.

A Response to Intervention Program continues to be implemented providing earlier and more sustainable support where students receive immediate and specific academic and behavioral assistance where needed. This program was implemented by the Peter Burnett Response to Intervention Team. Each year students are identified and supported throughout the school year. Intervention is a focus area of concern. With the implementation of Common Core Standards, students are identified for intervention by test results, teacher recommendation, and school and district assessments. Teachers graciously welcomed new ideas and continue to experience positive results. Burnett students and parents are thrilled to see the program continue for another year. Also, our School Study Team added new procedures for staff members to support students and provide strategies for parents to support their children at home.

During the 2015-2016 school year Burnett's Adopt-A-Book program, along with the Accelerated Reader Program flourished. Both programs have been very popular with students and staff members. Burnett's librarian added incentives for students to challenge themselves academically and improve their vocabulary and fluency skills by using the Accelerated Reading Program. Two times a year students compete against grade levels in an all out Word Count Challenge. Students read as many books as possible and pass a

comprehension test with 80% proficiency to add words to their classroom total. The top classroom, reading the most words is rewarded for their effort during a Wednesday morning assembly.

Since 2010, Burnett has been identified as a Title 1 school, a federal program that provides funds to work with educationally disadvantaged students based on free and reduced lunch status in the Wiseburn Unified School District. The allocation of Title I funding is used to provide instructional aides to work with students throughout the school day. It also provides materials to support programs.

This practice has proved successful, as more students are scoring proficient or above on the STAR Test (baseline) through the Accelerated Reader Program in Language Arts and Math. Also, Study Island is used to provide baseline support for teachers to assess the progress students make throughout the academic school year.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Peter Burnett Elementary School values the opinion of all stakeholders, community members, students, and staff members. Every group of the Burnett community has an opportunity to complete an annual survey to gain insight into the strengths and possible areas of growth within the school and community. For this reason, Burnett's parents participate in an annual survey online through Google, which offers both Likert scale responses and open-response options for suggestions and concerns. Students complete the Healthy Kids Survey and teachers complete a site survey to provide input into developing a school plan of action. Results assist the administration and school staff with school strategic planning and continued program development.

The community has identified the following services to support children and improve academic achievement:

1. Enrichment Classes 48%
2. Extra Support Intervention Classes 48%
3. Increased Technology 65%
4. At Home Support 25%
5. Summer School for At Risk 29%

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are made through the professional development process, which allows administrators to determine progress towards individual goals set in alignment with the California Standards for the Teaching Profession. Informal observations are conducted weekly and provide quality information specifically focused on growth towards implementation of Common Core Standards and the use of commonly designed lessons. It has been determined that more time needs to be dedicated for teachers to meet with their respective grade levels for collaboration in order to better implement the Common Core Standards in language arts and math.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Multiple Measures is a tool used for analyzing state and district assessment data. Accelerated Reader baselines are established to determine overall trends, and disaggregate student data studied to provide a clear picture of how students perform academically in relation to grade level Common Core Standards. At staff meetings, and grade level meetings, staff members process input from grade level teams. At the state level, we analyze student performance using new Common Core Standards, determining areas of strength and challenges. This plan allows teachers to plan, monitor, and improve instructional practices. State level assessments and CELDT outcomes are analyzed to assess student performance. The analysis serves as the basis for the setting of district, school and grade level goals. Teachers give local benchmark assessments that provide data about Common Core practices, which allows for appropriate next-step instructional decisions.

The use of data to modify instruction and improve student achievement has become a standard practice in the Wiseburn Unified School District. Student progress is monitored by on-going classwork, homework, and interventions to support students not meeting performance goals. These students need additional supports and substantial improvement to be successful in future classes. Students nearly meeting standard can comprehend and complete tasks near grade level standards. Students meeting standards can complete complex tasks at their current level and demonstrate the knowledge and skills for success in future classes. These students are on track for College and Career Readiness. Students exceeding the standard are performing at the high end of their grade level standards. Students in this performance group are on track for College and Career Readiness.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Student progress is monitored by pre-test, post -tests, and intervention outcomes. During the first month of school, students are given baseline testing to determine independent levels in language arts and mathematics. Study Island is used as a baseline to document, support, and guide teachers to challenge students at their independent reading levels. At the end of each trimester, students take benchmark tests in reading, writing, and math. This data is shared with the grade level to determine intervention candidates, SST referrals, and individualized plans of support. In addition to these curriculum-embedded assessments, all students participate in a universal screening for Language Arts, Accelerated Reader 360 (AR 360). This test is administered at the beginning of the school year and then at the end of the year. Teachers, provide strategies to challenge students and measure their growth throughout the year.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

All teachers and staff meet the highly qualified requirements of the Elementary and Secondary Education Act. Burnett teachers share grade level responsibilities to enhance curriculum assignments and assessments.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We have been privileged to have consultants work with staff members to facilitate the alignment of current programs and materials to the new Common Core State Standards. For the past four years we have been working with the Talking Teaching Network in the areas of English Language Arts and Mathematics focusing on Common Core implementation.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At Peter Burnett, effective teaching strategies for instruction have at their core consistently and clearly communicated high-level expectations for students. Our Grade Level Teams function as a Professional Learning Community, following the work of Richard and Rebecca Dufour. At Grade Level Meetings teachers analyze student work, share instructional strategies and develop common assessments.

Data from a CGI survey is compiled and analyzed to determine site priorities. Additional areas of concentration may emerge such as technology, special education/learning styles, and classroom management. Activities are coordinated through Title II as well as other Federal, State and local programs. The substantial, measurable and positive impact on student achievement to eliminate the achievement gap noted for any subgroup of students as well as to continued district-wide progress is monitored annually and presented to the School Board.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- Talking Teaching Network- Senior researchers guide our work in implementing the standards in Language Arts and Math. In addition to regular workshops, they are available by email to answer questions and support teachers.
- Future Ready Advisors/Technology Mentors - This year the district increased funding from two mentors per site to three at Burnett.
- School Counselor - The district increased the half-time school counselor position, begun in the 2015-2016 school year, to full time at each of the elementary sites. The counselor supports all students with positive behavior supports and sees groups and individual students to address social-emotional needs that may be affecting their academic performance.
- District Behaviorist - A part-time behaviorist continues for the 2016-2017 school year to support teachers in creating and implementing personalized behavior support plans for students whose behavior is interfering with their academics. The school psychologist facilitates this support for teachers.
- BTSA for new teachers - The Wiseburn Unified School District provides a teacher mentoring program as part of a Beginning Teacher Support and Assessment (BTSA) consortium. In 2016-2017, Burnett has two new teachers in BTSA and their BTSA provider meets with them weekly to coach and support teacher effectiveness with all subgroups.
- Cotsen "Art of Teaching" mentor- A full time support to 5 Cotsen fellows through a 2- year program focused on Cognitively Guided Instruction (CGI) in math classes.
- Orange County CGI staff development trainer and UCLA Center X for training in CGI.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Burnett teachers use grade level planning to discuss learning styles and curriculum choices to support student learning. At Burnett parents and teachers work together through SSC and LCFF to identify strengths and challenges.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The learning environment of the Wiseburn Unified School District supports the goal of excellence for all students by providing high academic standards and equal access to their curriculum. The school program provides support services designed to ensure that each student actively participates in daily activities. Early intervention strategies and special resources are available for student success. Standards of academic performance that are in alignment with the Common Core Content Standards have been adopted and teachers, specialists, support staff and administrators believe in the ability of every student to be successful in

school.

The Wiseburn Unified School District's curriculum includes language arts, mathematics, science, history-social science, physical education, as well as visual and performing arts. The elementary school program addresses the child as active, intellectually curious, and eager to learn about the world and the people in it. The elementary curriculum is designed to relate to the students' developmental stages while acknowledging that children develop at different rates. Peter Burnett provides every student with books to meet the state and district requirements. Teachers take part in staff development days to enhance their knowledge of state aligned Common Core State Standards. The Wiseburn Unified School District uses Houghton Mifflin as the core program for Language Arts currently. There is a school-wide commitment to the Houghton Mifflin Language Arts Program, but the district is planning to adopt a new ELA program for 2017-2018. The process for planning, monitoring, and improving is continuous and focused on student learning and increased academic success.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers use instructional minutes to identify ways to support students in the classrooms, and through intervention classes. All students have access to standards- based materials for language arts and math. After piloting several mathematics books, McGraw-Hill was selected and is being used to address Common Core Math Standards. Teachers plan, students learn, and parents support through porta-portal, our on-line home-school connection. All teachers adhere to the recommended number of instructional minutes for reading/language arts, mathematics, and physical education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Burnett, grade levels balance the pacing of language arts and mathematics programs/lessons to allow for universal access time, whereby, teachers can team and share various levels to support students in class and through assignments for homework. Teachers keep realistic checks and balances on the degree of difficulty of assignments and time spent on curriculum and intervention programs. Currently, Burnett has two language arts intervention classes and two math intervention classes, which are restructured every eight weeks to include more students into intervention classes. All teachers turn in a copy of their daily and weekly schedules to the office.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students receive standards- based instruction in the areas of language arts, mathematics, and physical education. All students have access to curriculum materials for their particular grade level. All subgroups, including English Learners, Gifted and Talented, and Socioeconomically Disadvantaged, students receive support to increase academic achievement. Timelines are established for monitoring purposes and are aligned to trimester assessments and goals. In 2014 the district purchased a new mathematics adoption from McGraw- Hill. All supplemental materials are purchased based on Common Core Standards. Materials are available to all students and subgroups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff members help students experience a clear, organized, sequential progression in their learning from grade to grade helping them understand how, what they learn prepares them for middle school, high school and beyond. In 2014 the Wiseburn Unified School District adopted McGraw-Hill, "My Math" to provide a rigorous academic mathematics program with high expectations and interventions for all students needing more time and academic support. Study Island and Porta-portal are used for math intervention. Simple Solution is used for grammar and math support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Burnett uses Accelerated Reader 360 to help students with vocabulary analysis and comprehension. We also focus on strategies to support student learning. Universal Access time is used throughout each grade level to again meet the needs of students at their independent level. Teachers look at grade level averages on assessments to measure growth and determine what they can do collaboratively to bring all students to proficient or above levels.

#### 14. Research-based educational practices to raise student achievement

Burnett teachers use a multitude of research based strategies to increase student achievement. Such strategies include collaboration, grouping, differentiated instruction, use of data for instructional decision-making, technological tools and universal screening tools.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Burnett PTA provides services to all students through our Growing Great Nutrition Program. In addition, our parents provide Hands on Art lessons to support art in every classroom. Another program used to support our families is our Gifted and Talented Education Program (GATE), which provides Parent Nights and family based activities.

The Wiseburn Unified School District is also proactive in helping students make healthy lifestyle choices as a means to encourage lifelong learning. Students receive direct instruction using the Too Good for Violence Program. Our Physical Education Program also provides lessons to help students maintain an active and healthy lifestyle. Visual and performing arts has been implemented through our wonderful partnership with P.S. Arts. Through this program students as artists benefit from the rigor of instruction while being allowed the space to find their own creative exploration necessary for growth. Burnett students have an opportunity to experiment with a variety of fine art materials and tools to help them with specific art techniques and works by historical and contemporary artists.

District resources are supplemented with funding from the State, Burnett's PTA, P.S. Arts and the Harmony Project.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The development of the Con-App is coordinated through a review of the Single Plan for Student Achievement which is a collaborative effort between the School Site Council, administration and school staff.



## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided through Categorical Funding include our site level interventions. We receive continuous support to fund our reading intervention program for more than 75 students. Lexia, a phonics-based reading program, is supported by the Wiseburn Unified School District. Title1 funding, which is based on Burnett's free and reduced lunch participation, is used along with AR 360, Study Island and Think Central to provide resources.

The district has recently expanded the support level for our 82 English Language Learners through LCFF Supplemental funds. Local fundraising has provided help and mentoring through a reading-based program, Read Naturally.

Through the use of Title 1 funds, there is support for students in the areas of Language Arts and Math. District site goals have been established to support students who are not meeting the Common Core goals in language arts and math. In addition, the District provides supplemental funds to support District goals. Intervention classes have also been added to support students in the area of mathematics. Push-in/pull-out math aides provide additional support to students learning under the direction of classroom teachers. Scheduled release days for the Cotsen Fellows to meet are provided by Cotsen and District funding. Utilizing feedback from classroom teachers, and our school mentor, Cotsen Fellows meet to augment existing programs and maximize their feedback and professional learning activities to provide realistic support for teachers.

At the state level, we analyze student performance on SBAC and CELDT testing, determining areas of strength and challenges. This analysis serves as the basis for the setting of our district, school, and grade level SMART Goals. Teachers are also able to give local benchmark assessments that provide data about "Proficiency Over Standards" which allow for appropriate next-step instructional decisions. The use of data to modify instruction and improve student achievement has become a standard of practice in the Wiseburn Unified School District.

As part of our intervention model, teachers submit the names of students not achieving at proficient levels. Administrators and intervention team members continue to support all teachers by sharing resources and time. Teachers meet the needs of a variety of learning levels through grade level ability groupings at flexible grouping within individual classes (UA). Staff members synchronize the number of minutes allotted to their grade level to meet the needs of targeted students.

### 18. Fiscal support (EPC)

Peter Burnett is the recipient of Title 1 funds, which are used to reduce the student staff ratio in the classroom. Title 1 funding allows students to work in small groups at their independent level, and receive staff assistance needed for attaining instructional success. Title 1 funds are also used to purchase instructional materials.

## **Description of Barriers and Related School Goals**

An internally identified barrier to achieving our goal is time for teachers to collaborate, plan together, evaluate student work samples, and share curriculum strategies.

Another identified barrier to achieving our goals is working with materials that are not aligned to Common Core State Standards (language arts text). Teachers need Common Core aligned materials to be successful as well as time to evaluate the effectiveness of these materials. Teachers need time to share and evaluate strategies for the grade level above and below their particular grade level. Time and materials are contributing factors to school success. CGI Training and Professional Development activities are ways of providing support to staff and improving student engagement and performance. Such training will offset identified barriers and enhance continuous improvement.

By identifying the need for a shift in math instruction and additional access to resources in promoting a more rigorous mathematics program, the Burnett staff was introduced to Cognitively Guided Instruction (CGI) as a means of building collaboration to increase math achievement at all grade levels.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	142	166	139	161	139	161	97.9	97.0
Grade 4	151	145	149	144	149	144	98.7	99.3
Grade 5	151	149	145	146	145	146	96.0	98.0
All Grades	444	460	433	451	433	451	97.5	98.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2449.8	2450.6	33	33	25	25	29	27	12	14
Grade 4	2473.3	2506.4	23	38	28	33	27	18	23	12
Grade 5	2506.2	2521.0	22	23	30	40	26	20	23	18
All Grades	N/A	N/A	26	31	27	32	27	22	19	15

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	27	53	53	18	19
Grade 4	20	32	47	54	33	14
Grade 5	19	28	48	46	33	26
All Grades	23	29	49	51	28	20

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	37	53	49	14	14
Grade 4	25	49	63	40	12	11
Grade 5	34	36	47	49	19	15
All Grades	31	40	54	46	15	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	22	65	73	6	6
Grade 4	15	23	68	69	17	8
Grade 5	17	20	66	67	17	13
All Grades	20	22	67	70	13	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	27	59	56	16	17
Grade 4	19	26	60	65	21	10
Grade 5	34	30	52	60	14	10
All Grades	26	27	57	60	17	12

**Conclusions based on this data:**

1. Burnett students Met or Exceeded standards at a comparable level to their Wiseburn peers (within a 5% difference), and exceeded their state peers at rates of 10%-20% higher.
2. Grade level analysis of ELA Claims reveals that students at all grade levels performed similarly, though grade 4 students scored Above standard in Reading at a higher rate than students in grades 3 and 5.
3. Grade 5 students scored above standard at a higher rate than students in grades 3 and 4 in Research and Inquiry.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	142	166	140	161	140	161	98.6	97.0
Grade 4	151	145	149	144	149	144	98.7	99.3
Grade 5	151	149	145	146	145	146	96.0	98.0
All Grades	444	460	434	451	434	451	97.7	98.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2446.6	2447.1	13	15	46	40	32	37	9	9
Grade 4	2469.2	2487.0	12	19	30	28	38	43	21	9
Grade 5	2482.0	2489.6	9	13	17	20	37	35	37	32
All Grades	N/A	N/A	11	16	31	30	35	38	22	16

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	22	30	68	57	10	12	
Grade 4	22	29	42	43	36	28	
Grade 5	10	12	28	36	62	52	
All Grades	18	24	46	46	36	30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	24	54	60	16	16
Grade 4	19	26	49	51	32	23
Grade 5	10	22	55	38	35	40
All Grades	20	24	53	50	28	26

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	32	61	56	11	12
Grade 4	19	27	51	53	30	20
Grade 5	17	16	47	51	37	32
All Grades	21	25	53	53	26	21

**Conclusions based on this data:**

1. Burnett students Met or Exceeded standards at a comparable level to their Wiseburn (District) peers ( within a 5% difference), with the exception of grade 3, who exceeded the Wiseburn average by 8%.
2. Burnett students in grades 3 and 4 met or exceeded the success rates of their state peers. Grade 5 achieved at a slightly lower rate than their state peers.
3. Graders 3 students scored above standard more frequently than the other grades, grade 4 students had the most level scores across claims, and grade 5 students scored below standard at higher rates than the other grade levels.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>3</b>	29	44	32	37	41	39	32	4	24	2	7			4	5
<b>4</b>	9	30	33	55	56	40	32	15	20	5					7
<b>5</b>	26	24	39	58	57	50	16	5	6		10			5	6
<b>Total</b>	23	33	34	46	51	42	28	8	18	2	5			3	6

#### Conclusions based on this data:

1. Burnett English Language Learners continue to make steady progress.
2. In 2016, 76% of English Language Learners scored from Early Advanced to Advanced on the CELDT.
3. Results from 2016 CELDT testing shows that 94% of students scored at the Intermediate range and above.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
3	27	43	29	36	40	36	32	3	24	5	7	2		7	9
4	9	27	28	52	53	39	30	20	22	4			4		11
5	24	22	43	52	57	48	19	4	5		13		5	4	5
Total	22	31	32	44	49	39	28	10	19	3	6	1	2	4	8

#### Conclusions based on this data:

1. Burnett reclassified 15 English Language Learners during the 2015-2016 School year.
2. Burnett students scored from the Beginning range to the Advanced range on the CELDT test.
3. Results from 2015-2016 CELDT testing shows 32% of Burnett's English Language Learners scored in the Advanced range and 90% of students scored Intermediate and above.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		75	71
Percent with Prior Year Data		98.7%	97.2%
Number in Cohort		74	69
Number Met		59	51
Percent Met		79.7%	73.9%
NCLB Target	59.0	60.5	62.0%
Met Target		Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			62	15	67	12
Number Met			49	10	43	9
Percent Met			79.0%	66.7%	64.2%	75.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target			Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--

### Conclusions based on this data:

1. Burnett students met all AMAO 1, AMAO 2 and AMAO 3 targets met their growth targets during 2014-2015.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		251	154
Percent with Prior Year Data		98.0	98.7
Number in Cohort		246	152
Number Met		207	117
Percent Met		84.1	77
NCLB Target	59.0	60.5	62.0%
Met Target		Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			261	51	196	43
Number Met			157	38	86	29
Percent Met			60.2	74.5	43.9	67.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target			Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		99	
Met Percent Proficient or Above		N/A	
Mathematics			
Met Participation Rate		100	
Met Percent Proficient or Above		N/A	
Met Target for AMAO 3			N/A

### Conclusions based on this data:

1. Burnetts' English Language Learners met all annual growth targets AMAO 1 goals in 2014-2015
2. Burnett is enrolling more students each year in their ELD program.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Increase ELA Proficiency</b>
<b>LEA GOAL:</b>
Wiseburn students will improve overall proficiency in English Language Arts by 2% as measured by end of the year 2017 State Assessments (CAASPP). In 2016, students exceeded district-wide goal with a 10 point growth in English Language Arts.
<b>SCHOOL GOAL #1:</b>
Students will improve overall proficiency in English Language Arts by 5% by the end of the school year, by focusing on collaboration skills, word analysis, vocabulary, comprehension, grammar, and oral presentations.
<b>Data Used to Form this Goal:</b>
AR 360 Progress Monitoring Measures Accelerated Reader Tests Benchmark Exams Theme Tests Houghton MifflinTests Local Assessments Study Island 2016 CAASPP Results
<b>Findings from the Analysis of this Data:</b>
Students in grades 3rd-5th continue to show improvement in the area of English Language Arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress toward school goals is evaluated on an on-going basis by consistent daily practice, district and state assessments, progress monitoring, and interventions. We have instituted interventions through Study Island. Burnett also designed practices to address common learning and behavior concerns. District assessments are used to analyze students knowledge of content standards. All students have the opportunity to check out AR books and take AR tests to enhance reading fluency and comprehension. Students working below proficiency have access to Lexia, Study Island and/or Read Naturally to assist with English Language Arts in the areas of fluency and comprehension. Burnett teachers continue to use the Accelerated Reader Program for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Supports: Students will receive support from classroom teachers in monitoring AR STAR and Simple Solution Grammar. Students will read 30 minutes a-day at school and 30 minutes at home each day to support progress with the Accelerated Reader Program. Additional resources are provided to students as needed.	1/1/2017 - 12/31/2017	Principal, Leadership Team Classroom Teachers Library/ Computer Tech Teacher, Instructional Aides, Volunteers, ELD Teacher RSP Teacher SDC Teacher	Resources provided to students include: AR, STAR Benchmark Assessments, Lexia Diagnostics, ELA HM Summative and Theme Tests, Study Island Diagnostics, Raz Kids, Brain Pop, Read Naturally, and Simple Solution Grammar books.	1000-1999: Certificated Personnel Salaries	General Fund	15,000.00
			Houghton Mifflin	4000-4999: Books And Supplies	General Fund	15,000.00
			ELD push -in and pull-out support within the school day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00
			AR 360	4000-4999: Books And Supplies	Title I	
			Study Island	4000-4999: Books And Supplies	Donations	1,500.00
			Simple Solutions	4000-4999: Books And Supplies	Donations	3,000.00
			Simple Solutions Grammar	4000-4999: Books And Supplies	General Fund	12,000.00
After School Reading Intervention: Students will receive English Language support in before and after school intervention classes.	1/1/2017-12/31/2017	Principal, Shannon Tupper, Steve LaCour, Devon Cervantes, Nicole Morris	Provide English Language Arts interventions using AR/STAR Reading Diagnostic and Lexia,	2000-2999: Classified Personnel Salaries	Title I	55,500.00
Daily Supports: Librarian/Computer Tech will provide technology support and opportunities for teachers, students, and parents through online support for students using Porta-portal, Houghton Mifflin, and interventions.	1/1/2017 - 12/31/2017	Classroom Teachers, Shannon Tupper, Steve La Cour, Devon Cervantes, Lissett Campos, Andrea Kabwasa, Cotsen Mentor Teacher, and Instructional Aides	Provide daily support for students with Reading Programs designed to assist with phonics and fluency using Lexia, Study Island, Brain Pop, Raz Kids, Simple Solutions and Grammar.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,000.00
Use Pre-test/Post-test data, intervention supports, and access to AR 360 data	1/1/2017 - 12/31/2017					



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Increase Math Proficiency</b>
<b>LEA GOAL:</b>
Wiseburn students will demonstrate proficiency in math improving their proficiency by 5% as measured by end of the year 2017 State Assessments (CAASPP). In 2016, students exceeded district-wide goal with a 7 point growth in Math.
<b>SCHOOL GOAL #2:</b>
Students in grades 3-5 will improve their proficiency 5% as measured by end of the year 2017 State Assessments (CAASPP). Students will continue to show improvement by using Cognitively Guided Instruction (CGI) strategies to support classroom instruction. Staff members continue to develop and incorporate CGI practices in math classes with the support of ST Math.
<b>Data Used to Form this Goal:</b>
2016 CAASPP Results, Study Island, Porta-Portal, Raz Kids, Simple Solutions Math, and ST Math. By using ST Math teachers and administrators can access real-time reports about each student, including objective progress and standards mastery. The reports use a simple visual cue to alert teachers about any student challenged by a given topic. Teachers can quickly determine which students need assistance as they begin a class session.
<b>Findings from the Analysis of this Data:</b>
Math interventions are working and providing the support needed for students to succeed. ST Math through the Mind Research Institute fully integrates the Standards for Mathematical Practice into the grade-level content, enabling students to develop long-term problem-solving skills and a deep conceptual understanding of mathematics with strong connections between concepts and across grade levels.
<b>How the School will Evaluate the Progress of this Goal:</b>
Many techniques, strategies, effective student practices, modifications and accommodations, as well as other interventions are utilized to evaluate all students in the area of math proficiency. In all that Burnett does to increase student achievement, the learning needs of each individual student are always taken into consideration. For example, to meet the learning needs of our ELL's, teachers make modifications, provide for various learning styles and levels of ELD through differentiation of instruction to enable all students an opportunity to learn and succeed. Burnett makes use of web-based assessments including Study Island, Simple Solutions, Raz Kids and Porta-Portal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Support: Provide Math Intervention Support for students who identify as not met or nearly met on Study Island baseline assessment. Use Simple Solutions in classrooms to support math instruction.	1/1/2017 - 12/31/2017	Steve La Cour, Carrie Schat, Classroom Teachers	Resources provided to students include: McGraw Hill Assessments, Web-based Assessments, State Assessments, Teacher Made Formative Assessments, Study Island Pre and Post Tests and ST Math.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
			ST Math, Assessments Supplies	4000-4999: Books And Supplies	District Funded	14,000.00
			Instructional Aide Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
Common Core Math: SBAC results will provide a summation of student progress. Teachers and students use Common Core practice guidelines to support students and parents. Burnett teachers use the district funded McGraw-Hill. Simple Solutions Math is used by third grade teachers to support students.  ST Math is used to ensure all students have access to rich content that drives critical thinking.	1/1/2017 - 12/31/2017	Teachers, Principal Instructional Aides, Talking Teaching Network Consultants	SBAC results, teacher input, district- wide meetings, and teachers gathering of data on students overall progress will inform instruction. Teachers/Instructional aides will also make use of open resources and other web-based assessment tools that are aligned with State Standards.			

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Closing the Achievement Gap</b>
<b>LEA GOAL:</b>
The Wiseburn goal is to close the achievement gap for English Learners by raising overall EL proficiency levels as measured by the annual CELDT test. The goal will be to meet or exceed state-wide expectations as measured by Title III accountability reports.
<b>SCHOOL GOAL #3:</b>
We are continuing to close the achievement gap that exists for English Language Learners by raising overall ELL proficiency levels as measured by the Annual CELDT testing. The goal will be to meet or exceed statewide expectations in this area as measured by Title III accountability reports.
<b>Data Used to Form this Goal:</b>
CELDT data and Title III accountability reports.
<b>Findings from the Analysis of this Data:</b>
Students are making progress with the data showing more students scoring in the early advanced and advanced groups. In 2015- 2016, Burnett had 132 English Learners and 67% were above proficient on the SBAC. All Burnett subgroups met the participation rate criteria, the English/Language Arts Target (AYP) criteria, and the Mathematics percent proficient rate criteria.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will use the following measures to determine progress for our ELL's: SBAC results, CELDT results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use data from District-wide ELD, and CELDT Program Testing which takes place during summer. Progress in ELD classes.	1/1/2017 - 12/31/2017	Principal, ELD teacher, instructional aides, and classroom teachers.	The CELDT will be used to determine placement and support needed for Beginners, Early Intermediate, Intermediate Early Advanced and Advanced students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500.00

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b> Students will improve in decoding skills and reading comprehension
<b>SCHOOL GOAL #1:</b>
Students will Pre-test and post test through Study Island, which also has an intervention component. All students will participate in our Accelerated Reader 360 Program (AR 360) to enhance reading fluency and comprehension skills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Pre-test/Post-test data, intervention supports, and access to AR 360 data	2016-2017	Shannon Tupper, Steve La Cour, Nicole Morris and Devon Cervantes	Study Island	4000-4999: Books And Supplies	Title I	4,088
			AR 360	4000-4999: Books And Supplies	Other	
			Simple Solutions Grammar	4000-4999: Books And Supplies	Donations	10,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics- Intervention**

**SCHOOL GOAL #2:**

Students who have not met proficiency on the SBAC will receive intervention on a rotating basis. Every six weeks intervention students will change and post-test to provide results to classroom teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Interventions	10/2016-5/2017	Steve La Cour	Morning and afternoon interventions	2000-2999: Classified Personnel Salaries	Title I	22,840.00
Implement Spatial Temporal Math Program (ST Math)	2/2017-6/2017	All Teachers Principal	Teachers will utilize ST Math in classes to supplement instruction	4000-4999: Books And Supplies	District Funded	14,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Closing the Achievement Gap in English Language Development
SCHOOL GOAL #3:
Students will receive support from intervention classes before or after school in the areas of reading fluency and reading comprehension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Reading/ ELD Classes	2016- 2017	Shannon Tupper Steve LaCour		4000-4999: Books And Supplies	Title I	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:
Provide materials and computer programs for students to review basic mathematical skills to improve students skills in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Donations	\$4,500	0.00
LCFF - Supplemental		
General Fund		
Title I	86,952	31,452.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	14,000.00
Donations	4,500.00
General Fund	42,000.00
LCFF - Supplemental	44,500.00
Title I	55,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,500.00
2000-2999: Classified Personnel Salaries	72,500.00
4000-4999: Books And Supplies	50,500.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	14,000.00
4000-4999: Books And Supplies	Donations	4,500.00
1000-1999: Certificated Personnel Salaries	General Fund	15,000.00
4000-4999: Books And Supplies	General Fund	27,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	Title I	55,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,000.00
Goal 2	24,000.00
Goal 3	2,500.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Liza Somilleda				X	
Anne Tittle			X	X	
Julie Espinoza			X		
Laura Sullivan	X				
Melissa Matthias		X			
Robb Norman		X			
Felicia Villareal				X	
Kelly Schumacher			X	X	
Kelly Santos				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

English Language Advisory Committee

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/19/2016.

Attested:

Laura Sullivan

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



## Longitudinal Report

### Peter Burnett Elementary School - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	55+ PR	25-54 PR	10-24 PR	1-9 PR
Grade 3	2016 - 2017 Grade 3		139	53% 74	37% 51	6% 9	4% 5
	2015 - 2016 Grade 2		127	48% 61	35% 44	11% 14	6% 8
	2014 - 2015 Grade 1		-	-	-	-	-
Grade 4	2016 - 2017 Grade 4		176	53% 93	31% 55	12% 21	4% 7
	2015 - 2016 Grade 3		154	47% 73	34% 52	12% 18	7% 11
	2014 - 2015 Grade 2		1	100% 1	0% 0	0% 0	0% 0
Grade 5	2016 - 2017 Grade 5		145	59% 85	33% 48	6% 8	3% 4
	2015 - 2016 Grade 4		137	58% 79	32% 44	7% 10	3% 4
	2014 - 2015 Grade 3		124	57% 71	31% 39	9% 11	2% 3

# Screening Report

## District Benchmark

Printed Thursday, January 19, 2017 12:31:05 PM

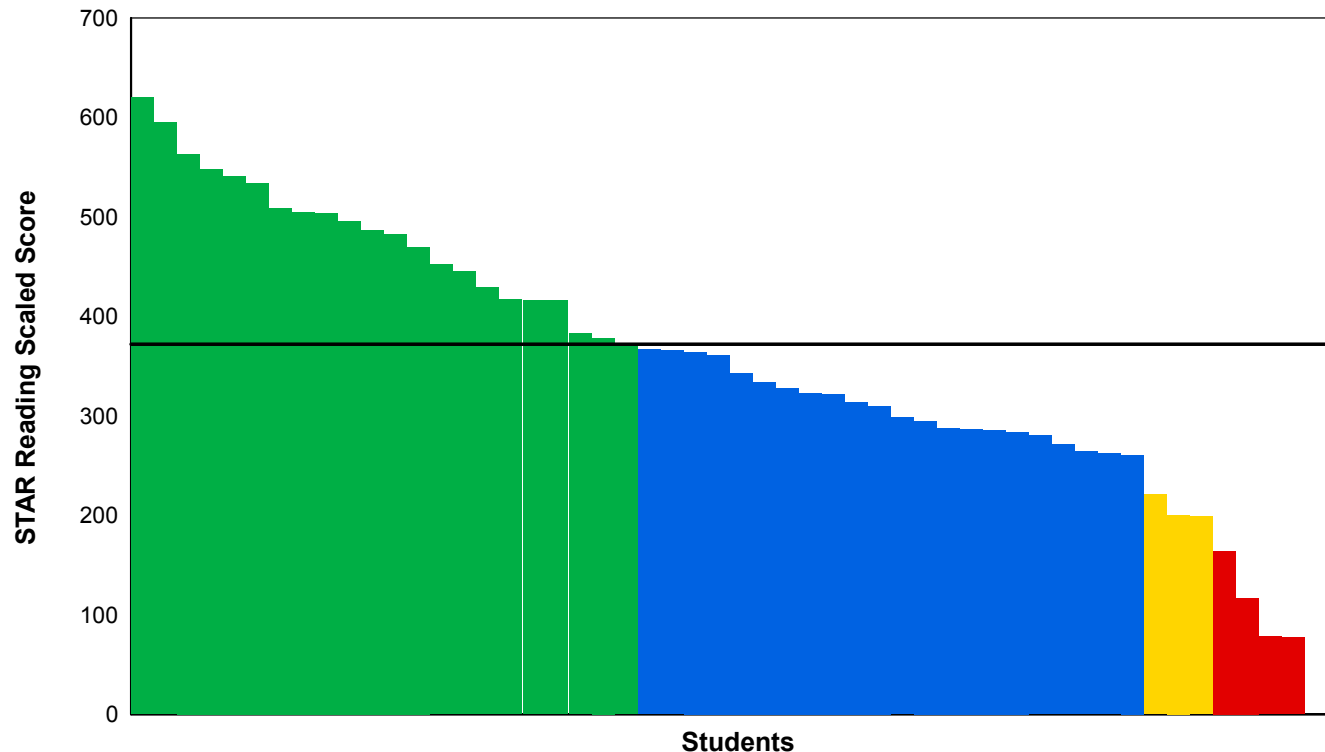
School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Report Options

Reporting Parameter Group: All Demographics [Default]

## Grade: 3



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 372 SS	At/Above 55 PR	22	43%
Category Total			22	43%
<b>Below Benchmark</b>				
On Watch	Below 372 SS	Below 55 PR	22	43%
Intervention	Below 259 SS	Below 25 PR	3	6%
Urgent Intervention	Below 177 SS	Below 10 PR	4	8%
Category Total			29	57%
<b>Students Tested</b>			51	

**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

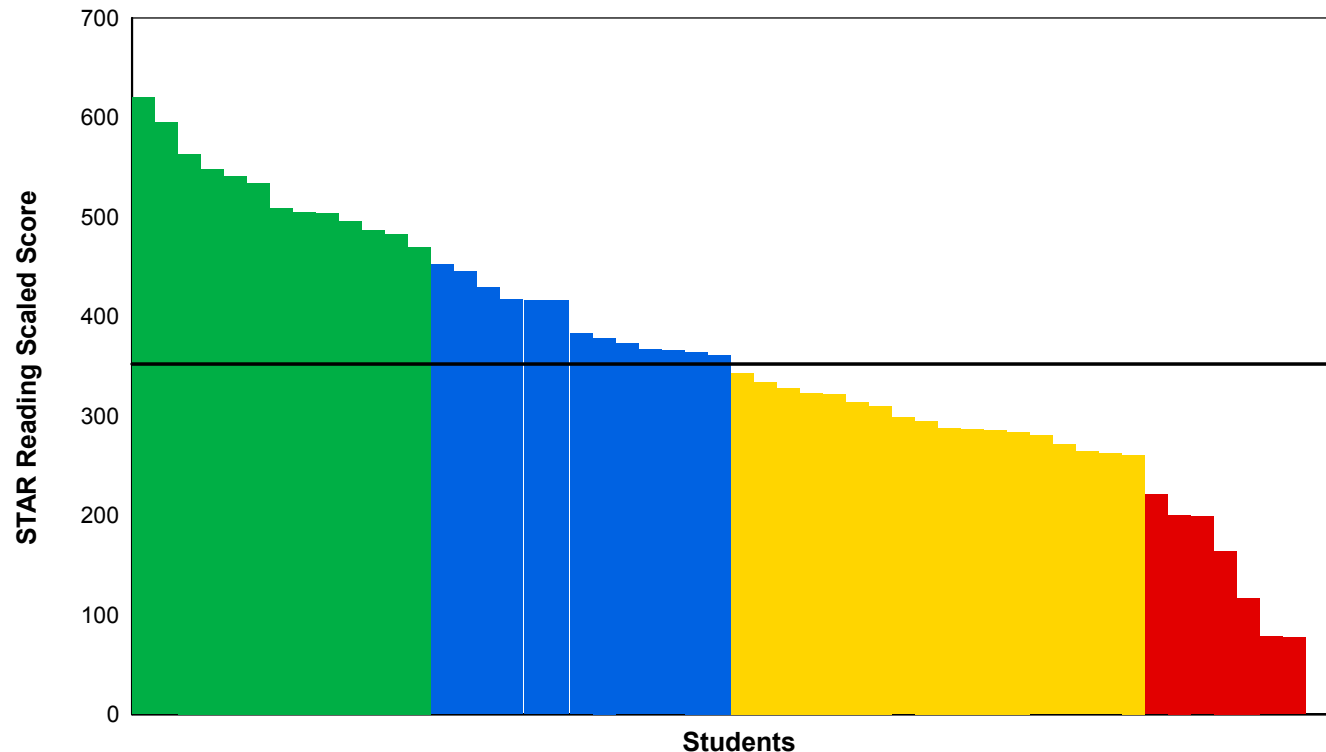
School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Report Options

Reporting Parameter Group: All Demographics [Default]

## Grade: 3



Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Level 4	At/Above 467 SS	13	25%	At/Above 562 SS
Level 3	At/Above 352 SS	13	25%	At/Above 455 SS
Category Total		26	51%	
<b>Less Than Proficient</b>				
Level 2	Below 351 SS	18	35%	Below 455 SS
Level 1	Below 223 SS	7	14%	Below 333 SS
Category Total		25	49%	
<b>Students Tested</b>		51		

**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

<sup>d</sup> Benchmark adjusted for time of year using student growth norms

# Screening Report

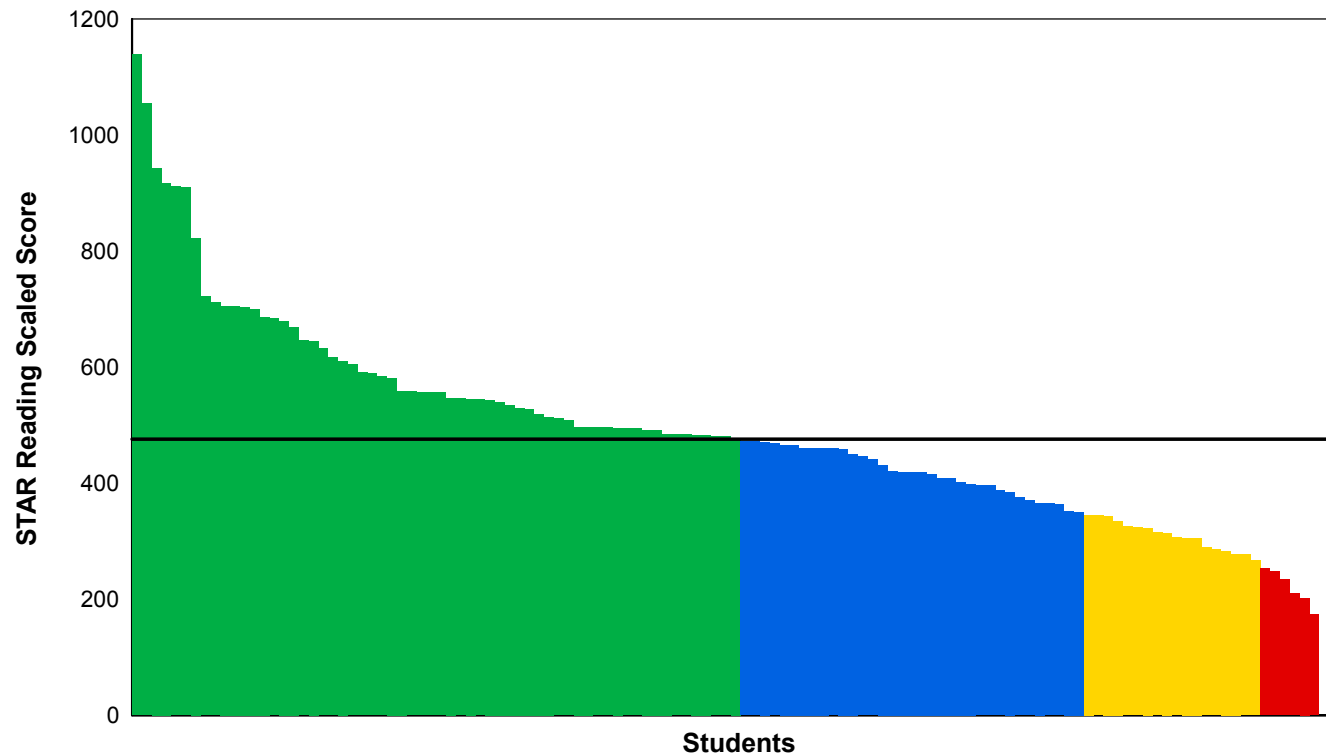
## District Benchmark

Printed Thursday, January 19, 2017 12:31:05 PM

School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Grade: 4



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 476 SS	At/Above 55 PR	62	51%
Category Total			62	51%
<b>Below Benchmark</b>				
■ On Watch	Below 476 SS	Below 55 PR	35	29%
■ Intervention	Below 350 SS	Below 25 PR	18	15%
■ Urgent Intervention	Below 265 SS	Below 10 PR	6	5%
Category Total			59	49%
<b>Students Tested</b>			121	

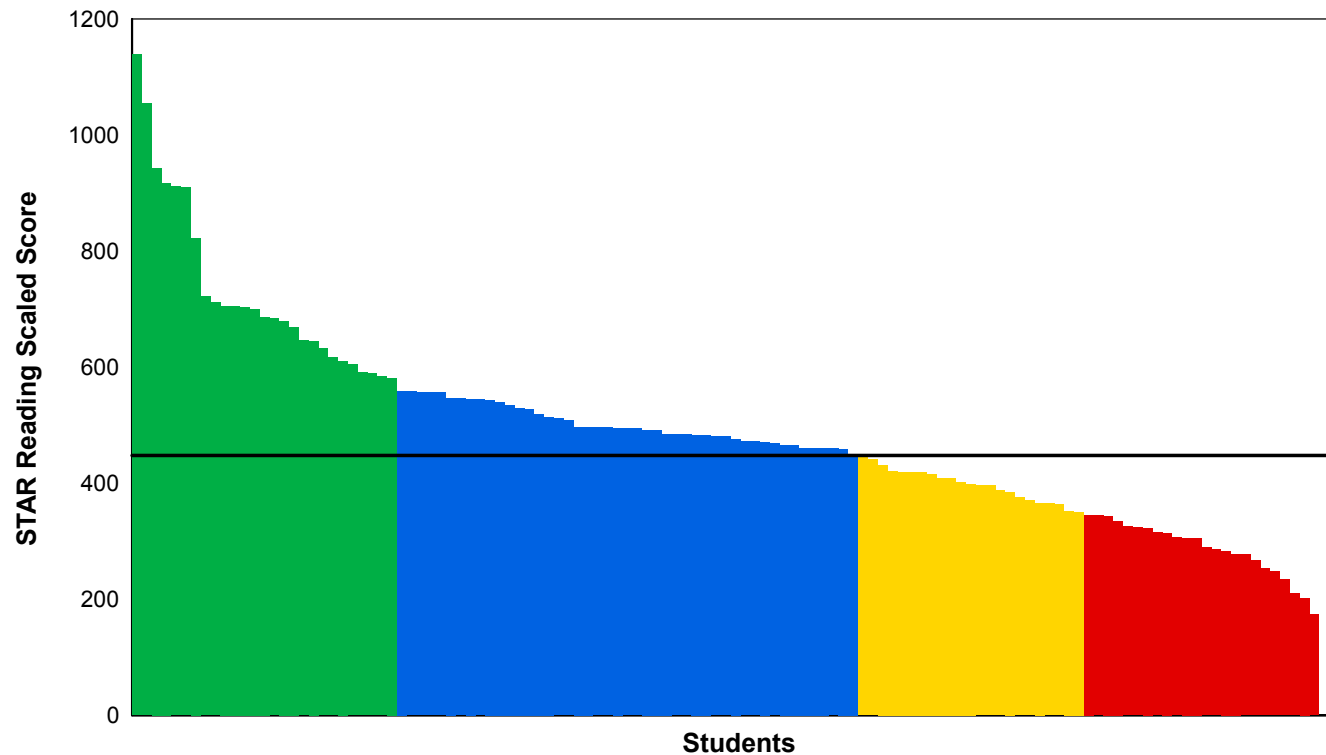
**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?



School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Grade: 4



Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Level 4	At/Above 569 SS	27	22%	At/Above 661 SS
Level 3	At/Above 448 SS	47	39%	At/Above 531 SS
Category Total		74	61%	
<b>Less Than Proficient</b>				
Level 2	Below 447 SS	23	19%	Below 531 SS
Level 1	Below 347 SS	24	20%	Below 435 SS
Category Total		47	39%	
<b>Students Tested</b>		121		

**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

<sup>d</sup> Benchmark adjusted for time of year using student growth norms

# Screening Report

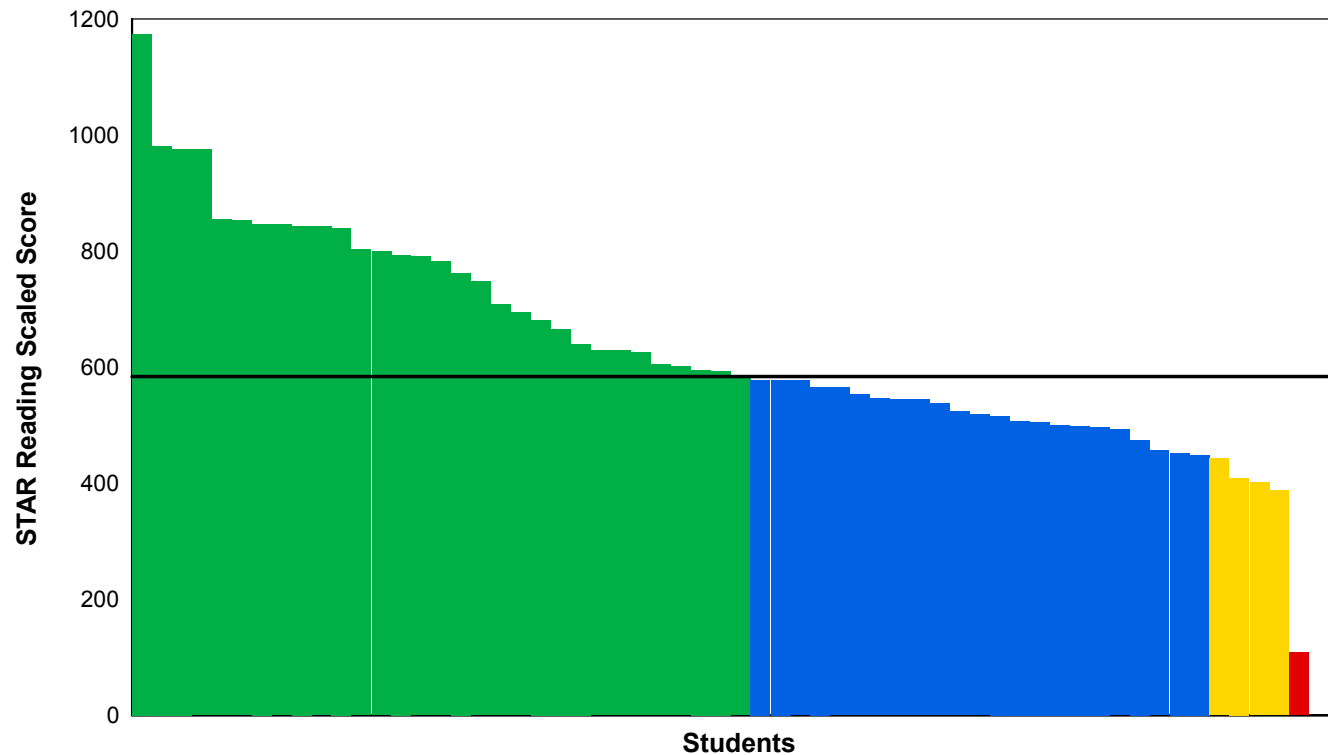
## District Benchmark

Printed Thursday, January 19, 2017 12:31:05 PM

School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 584 SS	At/Above 55 PR	31	53%
Category Total			31	53%
<b>Below Benchmark</b>				
On Watch	Below 584 SS	Below 55 PR	23	39%
Intervention	Below 444 SS	Below 25 PR	4	7%
Urgent Intervention	Below 337 SS	Below 10 PR	1	2%
Category Total			28	47%
<b>Students Tested</b>			59	

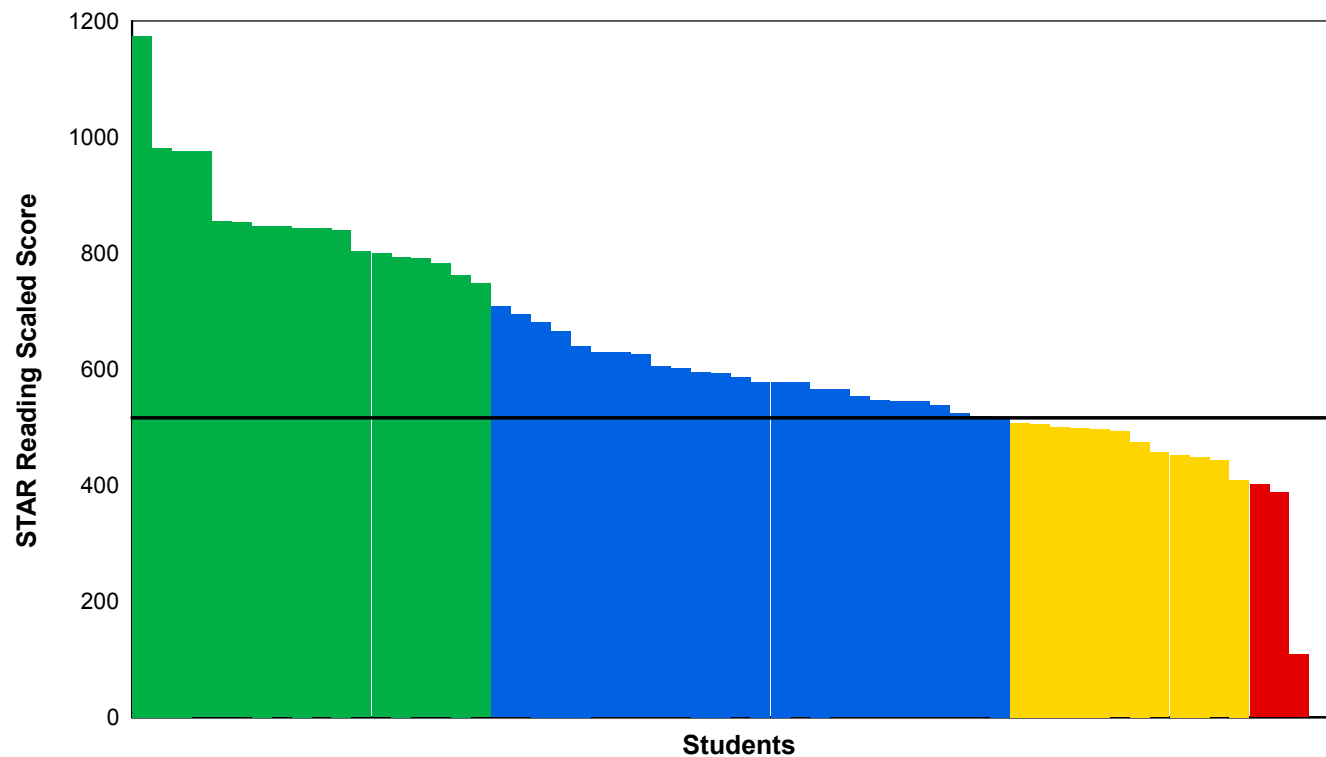
**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Printed Friday, January 13, 2017 2:13:59 PM

School: Peter Burnett Elementary School

Reporting Period: 9/1/2016 - 9/30/2016  
(Fall)

### Grade: 5



Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Level 4	At/Above 738 SS	18	31%	At/Above 853 SS
Level 3	At/Above 516 SS	26	44%	At/Above 600 SS
Category Total		44	75%	
<b>Less Than Proficient</b>				
Level 2	Below 515 SS	12	20%	Below 600 SS
Level 1	Below 402 SS	3	5%	Below 484 SS
Category Total		15	25%	
<b>Students Tested</b>		59		

**Key questions to ask based on this and other information:** Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

<sup>d</sup> Benchmark adjusted for time of year using student growth norms