

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Burnett Elementary	District Name	Long Beach Unified
Street	565 East Hill St.	Phone Number	562-997-8000
City, State, Zip	Long Beach , CA 90806-4457	Web Site	www.lbschools.net
Phone Number	562-595-9466	Superintendent	Christopher Steinhauser
Principal	Lucy Salazar	E-mail Address	lbsudpio@lbschools.net
E-mail Address	lsalazar@lbschools.net	CDS Code	19-64725-6015200

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The Burnett community of students, parents, and teachers is committed to the pursuit of excellence in academics, character development, and social responsibility. Our strong curricular programs, effective instructional practices, data analysis, and collaborative problem solving coupled with ongoing professional development are the foundation of Burnett's efforts to increase student achievement. We expect our students to meet and exceed district standards for Language Arts, Mathematics, History/Social Science, Science, Health, Visual and Performing Arts, and Physical Education. Students learning English as a second language are expected to meet and exceed the standards for English Language Development.

Our goal is that every student will leave Burnett fortified with a strong academic foundation, prepared for the rigors of middle school, motivated to graduate high school, and dreaming of college. We do this by going beyond the basics.

Every Burnett student learns to use Thinking Maps, eight visual learning tools, each based on a fundamental thinking process. First through fifth grade students participate in Math + Music, a program created by the MIND Institute, that motivates students to solve problems requiring spatial-temporal reasoning and that teaches students to read music and

play the piano. Burnett students become proficient writers by learning to do what writers really do. Writing Workshop units of study teach the art and craft of writing through mini lessons, conferences, and mentor authors. We expect our students to be collaborators, just like we are. We use Kagan cooperative learning structures to engage all students actively in learning. Our goal is to be artful teachers of all subjects, inspiring our students to develop a passion for learning. We are models of our goal. As life-long learners, our staff seeks opportunities to perfect the craft of teaching. Our most valuable learning often comes during collaboration meetings with colleagues when we are working together to improve teaching and learning.

Collaboration with art educators from CSULB and mural artist Greg Pickens brings opportunities for exceptional visual art instruction to our students. Nearly every student at Burnett has helped to create one of the murals that adorn our fences on Atlantic Avenue. All third, fourth and fifth grade students benefit from Visual Thinking Strategies curriculum that uses art to teach thinking, communicating skills and visual literacy. In addition to these opportunities, fourth grade students learn touch typing in an after-school class, KidType, funded by the Riordan Foundation. After successfully completing the five week program each participant is given a reconditioned computer. This year, 60 fourth grade students are participating in a new after school program, Kid Type, sponsored by the Riordan Foundation.

Going beyond the basics is made possible in part by the generous support of the Riordan Foundation, the City of Long Beach, Supervisor Don Knabe, Reading by 9, CSULB, Reading First, the MIND, Art of Teaching Grant, Institute, MacDonalds, the Faye and Frank Clarkes Educate the Children Foundation, RIF, Cotsen Family Foundation, Burnett PTA and caring friends.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Burnett serves a neighborhood that is a rich blend of cultures and languages. We build on the strengths of our community. Parents are devoted volunteers, assisting in classrooms, the family center, and caring for our gardens. Parents attend classes offered to learn English and to learn new skills related to parenting and technology. Parents serve as leaders in our school PTA, on school and district committees, and in community organizations. The Central Long Beach Neighborhood Improvement Organization meets monthly in our school cafeteria to discuss local issues and develop community leaders.

Our families contribute a minimum of ten volunteer hours each year. There are many opportunities to volunteer including attending school events that bring families, community, and school staff together to celebrate education. Back-to-School, Back-to-Books and Open House are traditional school events. Our community looks forward to our monthly DEAR (Drop Everything And Read) Fridays, Read Across America, Boogie for Books, Burgers for Books, College Fair, Barbecues, Science Fair, and more.

Adult education and pre-school teachers work with Burnett families to develop literacy and parenting skills. Our Family Literacy program emphasizes that parents are their children's first and most important teachers. Participants in Family Literacy continue their formal education, study English, participate in parent education classes, and participate with their children in Parent Child Interactive Literacy Activities. Families enjoy a Friday Parent Class taught by our School Community Worker, CBET classes that teach English and literacy skills, and adult computer classes.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	123
Grade 1	168
Grade 2	152
Grade 3	158
Grade 4	133
Grade 5	138
Grade 6	0
Grade 7	0



### III. School Climate

#### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Safety is of utmost importance to the Burnett community. Teachers, support staff, and recreation aides provide supervision before and after school, at recess, and during lunch. Students are supervised indoors on rainy and extreme heat days. Our Safe School Report details our plan for disasters. The Safe School Report also describes existing conditions and plans for improvement. Each classroom has a Disaster Preparedness Folder next to the door. The Burnett staff is trained to provide for students' welfare in the event of a disaster. Monthly drills are held to practice the safe departure from classrooms and procedures that will be followed in the event of a real disaster.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.3	0.1	0.9	1.4	0.7	1.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

### IV. School Facilities

#### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Burnett campus is kept clean and safe with the assistance of school and district personnel. Parents, students, staff, and community contribute to the beautification and maintenance of our site. LBUSD is very responsive to our maintenance and safety needs. In the past year they have provided new fencing, gates, and numerous other improvements, repairs, and maintenance. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service and that emergency repairs are given the highest priority.

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected Fall 07/Winter 08	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Various classroom damaged and missing ceiling tiles
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety			X	Cafeteria Fire Hose blocked by cabinet
Electrical (interior and exterior)			X	Various Classrooms using extension cords in a permanent manner for equipment
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness		X		

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	55	51	50	4115
Without Full Credential	1	0	0	151
Teaching Outside Subject Area of Competence	2	1	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	91.4	8.6
High-Poverty Schools in District	86.8	13.2
Low-Poverty Schools in District	95.8	4.2

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	872
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.5	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

#### CERTIFICATION OF STANDARDS-ALIGNED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The local governing board of the Long Beach Unified School District hereby certifies That each pupil in the district, in kindergarten through grade 12, has been provided with a standards-aligned textbook or instructional materials in the following areas:

- Science
- English-Language Arts, including ELD
- Mathematics
- History-Social Science
- Foreign Language (grades 6-12)
- Health Education (grades 7 & 9)

For students in K-8, the textbooks and/or instructional materials were purchased from an approved standards-aligned state adoption list as required by California Code of Regulations, Title 5, Section 9531. For students in grades 9-12, the textbooks and/or instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by California Code of Regulations, Title 5, Section 9531.

Certification was approved by the local governing board at a public meeting held on October 21, 2008.

**Core Instructional Materials for Grades K – 5**

**Kindergarten**

- Open Court Reading, SRA McGraw-Hill, 2002 – Sounds & Letters Workbook; Language Arts Skills Workbook (consumable) 2002
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – CA Homework and Practice Workbook (consumable) 2006
- Houghton Mifflin Science Discovery Works – Unit Pkg. System, 2000 2000

**Grade 1**

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 1.1 & Vol. 1.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (A Child’s View)
- Houghton Mifflin Science Discovery Works – Pupil Edition *or* Unit Pkg. System, 2000

**Grade 2**

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 2.1 & Vol. 2.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (People We Know)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

**Grade 3**

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 3.1 & Vol. 3.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (Our Communities)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

**Grade 4**

- Open Court Reading, SRA McGraw-Hill, 2002 – Pupil Edition *or* High Point, Hampton Brown, 2001 – Basics, Level A or Level B 2002
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (CA: A Changing State)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

**Grade 5**

- Open Court Reading, SRA McGraw-Hill, 2002 – Pupil Edition *or* High Point, Hampton Brown, 2001 – Basics, Level A or Level B
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (The United States: Making a New Nation)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6761	1644	5116	65924
District	N/A	N/A	4746	\$66036
Percent Difference – School Site and District	N/A	N/A	+8%	0%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-3%	+1%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For school year 2007-08, this school received the following supplemental categorical funding:

**Title I- Basic Grant-** This is a federal program that is designed to enable schools to ensure that all children have the opportunity to obtain a high quality education and to reach proficiency on challenging state academic standards and assessments. All expenditures must be supplemental to the basic core program. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

**Title I- Reading First-** This is a federal program that is designed for K-3 students to support their proficiency in the core Language Arts program. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, etc.

**Economic Impact Aid- Limited English Proficiency-** This is a state program that is designed for English language learning students to address issues in the School Effectiveness Plan. Input on budget and expenditures is gathered and shared with the staff and community through the school's English Learner Advisory Council. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

**Economic Impact Aid- Compensatory Education-** This is a state program that provides for supplementary services and materials for educationally disadvantaged students. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

**English Language Acquisition Program-** This is a state program that is designed for use with English learners (Grades 4-8) to accelerate English language proficiency and academic achievement in the content areas. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

**School and Library Improvement Block Grant-** This is a state program that is designed for the purpose of updating library materials and other general school improvement efforts. Input on budget and expenditures is gathered and approved with the staff and community through the School Site Council. 85% of funds must be used for direct services to pupils, as addressed in the School Improvement Plan. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

Arts and Music Block Grant- This is a state program designed for visual and performing arts, including music. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, etc.

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42693	\$40721
Mid-Range Teacher Salary	\$66006	\$65190
Highest Teacher Salary	\$90058	\$84151
Average Principal Salary (Elementary)	\$106966	\$104476
Average Principal Salary (Middle)	\$106653	\$108527
Average Principal Salary (High)	\$129294	\$119210
Superintendent Salary	\$227708	\$210769
Percent of Budget for Teacher Salaries	41.4 %	39.9 %
Percent of Budget for Administrative Salaries	6.6 %	5.5 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	29	27	36	40	41	43	42	43	46
Mathematics	45	50	58	40	41	44	40	40	43
Science	26	31	28	32	36	43	35	38	46
History-Social Science				34	32	35	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	49	27	
American Indian or Alaska Native				
Asian	41	59	17	
Filipino	*	*	*	
Hispanic or Latino	34	59	28	
Pacific Islander	*	*		
White (not Hispanic)	*	*	*	
Male	31	54	25	
Female	39	62	29	
Economically Disadvantaged	36	58	28	
English Learners	14	46	7	
Students with Disabilities	7	47	*	
Students Receiving Migrant Education Services	23	50	*	

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	36.20
7	0
9	0

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	3	3
Similar Schools	5	5	6

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** 6015200

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	17	18	42	759
African American	17	30		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	16	38	754
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	18	18	42	759
English Learners	34	15	31	744
Students with Disabilities				

“N/A” means a number is not applicable or not available due to missing data.

“\*\*” means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

“A” means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

“B” means the school did not have a valid 2007 Base API and will not have any growth or target information.

“C” means the school had significant demographic changes and will not have any growth or target information.

“D” means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

“E” indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics  
 Percent proficient on the state's standards-based assessments in ELA and mathematics  
 API as an additional indicator  
 Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	18.5

## XI. School Completion and Postsecondary Preparation

This section applies to high schools only.

## XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

LBUSD is committed to providing highly qualified educators in all district schools. Burnett has 48 classroom teachers, one Reading Recovery Teacher, four literacy coaches, two full-time intersession teachers, a computer technology specialist, a Resource Specialist, a Speech and Language Specialist, and a Librarian. Vocal and instrumental teachers provide music instruction two and one half days a week. Burnett supplements the district music instruction with a part-time piano teacher. Teacher evaluations are performed according to a contractual process. Specific goals to increase student achievement are addressed in the evaluation process.

Teachers are engaged in ongoing professional development. Professional development is the focus of biweekly staff meetings, biweekly grade level meetings, three Professional Development Days, and two minimum days each year. Professional reading is encouraged, with teachers meeting voluntarily to discuss articles and books read. All first and second year teachers have a coach as part of California's Beginning Teacher Support and Assessment Project (BTSA). Grade level teams meet regularly to plan, evaluate, and support one another in their work to improve teaching and learning. Our professional library includes up-to-date resources related to effective instructional strategies, curriculum, and assessment.

Adult education and pre-school teachers work with Burnett families to develop literacy and parenting skills. Family Literacy emphasizes the role of parents as their child's first and most important teacher. Participants in Family Literacy continue their formal education, study English, participate in parent education classes, and participate with their children in Parent Child Interactive Literacy Activities. Families enjoy a Friday Parent Class taught by our School Community Worker, CBET classes which teach English and literacy skills, computer classes, Migrant Education Saturday School, and parent education meetings which inform parents about important school issues. Education is a reciprocal process, so parents are invited to chats with the principal to discuss their dreams for the children of Burnett.