Ralph Emerson Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Ralph Emerson Elementary School
Street	720 East Cypress Ave.
City, State, Zip	Burbank, CA 91501-1812
Phone Number	818-729-1200
Principal	Miriam Wazirkajoyan
Email Address	jenniferkaitz@burbankusd.org
School Website	https://www.burbankusd.org/rees
County-District-School (CDS) Code	19- 64337- 6011894

2021-22 District Contact Information

District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill, Ed.D.
Email Address	MattHill@burbankusd.org
District Website Address	www.burbankusd.org

2021-22 School Overview

Emerson is one of eleven elementary schools in the Burbank Unified School District. We encourage the cooperative involvement of school staff, parents, and students in order to create the optimum conditions in which all students can achieve. The goals of the school are:
1) Provide effective instruction driven by annual data analysis
2) Offer a variety of powerful strategies and programs to meet student needs
3) Provide a positive learning environment that promotes high academic achievement and social responsibility of our diverse student population.

In partnership with families and the community, Emerson staff provides a safe, inclusive, and diverse learning environment. Emerson School focuses on nurturing academically strong and socially emotionally mindful students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	93
Grade 2	99
Grade 3	89
Grade 4	121
Grade 5	97
Total Enrollment	603

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Asian	7.8
Black or African American	2.3
Filipino	3.3
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.8
White	65.7
English Learners	23.1
Socioeconomically Disadvantaged	31
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	0

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/K-5 Houghton-Mifflin Reading/Language Arts, c. 2003 Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016 Deluxe Pkg. - California Edition– 0-618-17716-7. Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016 Deluxe Pkg. - California Edition. Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016 Deluxe Pkg. - California Edition. Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016 Deluxe Pkg. - California Edition. Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016 Deluxe Pkg. - California Edition. Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016 Deluxe Pkg. - California Edition. Reviewed for Adoption 2015-16 Full Implementation 2016-17 Date of Adoption: April 21, 2016	Yes	0%
Mathematics	Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015 Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2 Go Math! Premium Plus CA Edition - 8	Yes	0%

	Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015		
	Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015		
	Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015		
	Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015		
	Date of Adoption: May 7, 2015		
Science	Science/K-5: Adopted for Use Beginning 2007-2008. California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level: Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9 Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1 Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9 Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7 Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5 Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3 Date of Adoption: May 17, 2007 Harcourt Science K-5, California Edition, c. 2000, Harcourt, Inc. Grade K, ISBN 015-317908-2; 1, 015-317649-0; 2, 015-317651-2; 3, 015-317652-0; 4, 015-317654-7; 5, 015-317655-5 Date of Adoption: April 5, 2001	Yes	0%
History-Social Science	Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR	Yes	0%

	California Reflections, c. 2005, published by Harcourt School Publishers, with the following specific information for each grade level: Kindergarten – California Kindergarten Program, ISBN 015-344135-6 Grade 1 – California Unit Big Book Collection: A Child's View, ISBN 015-3426543-5 or California Student Edition; A Child's View, ISBN 015-338498-0 Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9 Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4 Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2 Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0 Date of Adoption: May 4, 2006		
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	Music/K-5: Adopted for Use Beginning 2007-2008. California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level: Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649 Date of Adoption: May 21, 2007 Share the Music, McGraw Hill Date of Adoption: August 19, 1999	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The facility is in Good repair. Normal maintenance and upkeep is being performed. No improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

Year and month of the most recent FIT report	11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Auditorium: STAIRWAY FROM STAGE SIDE TO PLAYGROUND BLOCKED Classroom 122: ARTWORK HANGING FROM BLINDS Classroom 124: ARTWORK HANGING FROM BLINDS Classroom 125: ARTWORK HANGING FROM BLINDS Classroom 14: ARTWORK ON WINDOWS/BLINDS, FIRE EXTINGUISHER, DOOR DOES NOT SELF LATCH Classroom 15: FIRE EXTINGUISHER, ARTWORK ON WINDOWS Classroom 17: EXCESSIVE ARTWORK ON WINDOWS/CEILING, FIRE EXTINGUISHER Classroom 220: FIRE EXTINGUISHER NOT PRESENT Classroom 221: ARTWORK HANGING FROM BLINDS Classroom 223: DESKS TOO CLOSE TO DOORWAY Classroom 224: ARTWORK HANGING FROM BLINDS Classroom 225: NOT WIDE ENOUGH PATH AT FRONT OF ROOM Classroom 3: ARTWORK ON WINDOWS/BLINDS Classroom 301 (mod. Bldg.): NOT WIDE ENOUGH PATH IN ROOM

School Facility Conditions and Planned Improvements

			Classroom 302 (mod. Bldg.): ITEMS BLOCKING WINDOW Classroom 7: ARTWORK ON BLINDS/ DOOR HANDLE STICKS Classroom 8: NO FIRE EXTINGUISHER Classroom 9: ARTWORK HANGING FROM WINDOW/BLINDS
Structural: Structural Damage, Roofs	X		Restroom Girl's (Outside CR 9): STAINLESS CASING AROUND PARTITION LEG MISSING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Classroom 10 (K): DOOR DOES NOT LATCH ON OWN Classroom 14: ARTWORK ON WINDOWS/BLINDS, FIRE EXTINGUISHER, DOOR DOES NOT SELF LATCH Play Area (Upper): MISSING SWING

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	36	11.54	88.46	61.11
Female	157	18	11.46	88.54	66.67
Male	155	18	11.61	88.39	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	24	6	25	75	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	2	5.41	94.59	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	1	5.88	94.12	--
White	215	22	10.23	89.77	63.64
English Learners	72	9	12.5	87.5	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	10	9.09	90.91	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	2	3.92	96.08	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	36	11.54	88.46	44.44
Female	157	18	11.46	88.54	33.33
Male	155	18	11.61	88.39	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	24	6	25.00	75.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	2	5.41	94.59	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	1	5.88	94.12	--
White	215	22	10.23	89.77	50.00
English Learners	72	9	12.50	87.50	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	10	9.09	90.91	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	2	3.92	96.08	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment Student Groups	Local EOY Assessment Total Enrollment	Local EOY Assessment Number Tested	Local EOY Assessment Percent Tested	Local EOY Assessment Percent Not Tested	Local EOY Assessment Percent At or Above Grade Level
All Students	86	84	97.7	2.3	21.4
Female	56	55	98.2	1.8	23.6
Male	30	29	96.7	3.3	17.2
American Indian or Alaska Native	-	-	-	-	-

Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	11	10	90.9	9.1	10
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	62	61	98.4	1.6	18
English Learners	28	23	95.8	4.2	4
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	31	29	93.5	6.5	10.3
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment Student Groups	Local EOY Assessment Total Enrollment	Local EOY Assessment Number Tested	Local EOY Assessment Percent Tested	Local EOY Assessment Percent Not Tested	Local EOY Assessment Percent At or Above Grade Level
All Students	86	82	95.3	4.7	41.5
Female	56	53	94.6	5.4	39.6
Male	30	29	96.7	3.3	44.8
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	11	10	90.9	9.1	10
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	62	59	95.2	4.8	39
English Learners	24	22	91.7	8.3	18.2
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	31	27	87.1	12.9	35.7

| Students Receiving Migrant Education Services | - | - | - | - | - |
| Students with Disabilities | - | - | - | - | - |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	54	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	65	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

The Emerson PTA and Emerson's Fundraising Committee coordinate a wide variety of opportunities for parental involvement through monthly meetings, class projects, and school-wide events. Parents are involved in school advisory boards such as School Site Council and English Learner Advisory Council. Furthermore, Back to School Night and Open House provide families with an opportunity to learn about instruction, educational strategies, class policies, and procedures plus student behavior expectations. In addition, the school offers parent education evenings throughout the year to support parents in assisting their children with literacy for all curricular areas and math skills as well as online programs students have access including Go Math!, Benchmark Advanced, and iReady.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	626	617	61	9.9
Female	308	303	22	7.3
Male	318	314	39	12.4
American Indian or Alaska Native	0	0	0	0.0
Asian	49	47	1	2.1
Black or African American	15	14	1	7.1
Filipino	20	20	0	0.0
Hispanic or Latino	82	82	19	23.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	23	23	1	4.3
White	412	407	38	9.3
English Learners	144	142	23	16.2
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	196	196	33	16.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	95	9	9.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.15	0.00	2.73	0.07	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.09	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Emerson Elementary School has developed a comprehensive school safety plan with the following desired change log determined by a variety of assessments to drive the People/Place Action Goal:

Desired Change Log:
All staff needs to continue to be trained by the Emerson PBIS team on new school-wide procedures and protocols during this second year of training and implementation. Each year new protocols are being created by the team who then will train staff for school-wide implementation. This includes addressing behavior expectations and rewards in the distant learning model.

Based on school data, a majority of discipline issues occur during recess and lunch on the playground. Parents have also expressed that their students are not sure of what the rules are. As a result, a playground handbook needs to be developed for students, staff, and families. In addition, designated areas on the playground will be assigned on a rotation basis.

People/Place Action Goal:
By September 2021, at least 95% of the Emerson Elementary staff, certificated and classified, will have received further PBIS (Positive Behavioral Interventions and Supports) training and tools to address student behavior in a positive manner while also supporting the redirection of inappropriate behavior of students with the school-wide language, incentives, and consequences. This will include addressing it for the distant learning model, hybrid model, and traditional model.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	23	1	3	
2	23	1	4	
3	21	2	3	
4	32		1	2
5	25	1	3	
6				
Other	13	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	3	
1	24	1	3	
2	23	1	3	
3	22	1	4	
4	31		1	
5	32		3	
6				
Other	12	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	21	1	3	
2	24	1	3	
3	20	1	3	
4	29		4	
5	30		2	
6				
Other	12	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,101.54	$5,449.92	$5,651.62	$78,314
District	N/A	N/A	$6,681.33	$81,790
Percent Difference - School Site and District	N/A	N/A	-16.7	-4.3
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-39.6	-9.8

2020-21 Types of Services Funded

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

Local Control Funding Formula (LCFF)
Interventions
English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)
Special Education
Title I, Improving Academic Achievement
Title II, Teacher Quality
Title III, English Learners
Title IV, Student Support

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,831	$52,562
Mid-Range Teacher Salary	$76,590	$83,575
Highest Teacher Salary	$97,841	$104,166
Average Principal Salary (Elementary)	$121,859	$131,875
Average Principal Salary (Middle)	$141,232	$137,852
Average Principal Salary (High)	$152,736	$150,626
Superintendent Salary	$250,892	$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

For the past three years, all certificated staff are provided a variety of professional growth opportunities; while some are mandatory, others are optional for teachers. Each year, the District allocates three paid days of professional development for teachers. This includes both district-wide PD as well as site-based PD. to begin the 2018-29 and 2019-20 school years, the first professional development opportunity allowed teachers to select from a menu of different PD workshops. Teachers were able to attend two workshops of their choice. Areas of focus have included Google classroom, Box Car and One-Eyed Jacks, Teaching Like a Pirate, Mindfulness Practices, Visible Thinking Strategies, Literacy Centers, Daily 5 Café, and Classroom Management Strategies. Site-based professional development for preschool workdays has included reviewing SBAC data and setting goals for improvement with grade levels in addition to identifying instructional strategies all grade levels are using to support students meeting grade-level standards. Site-based professional development on those days has also focused on math practices specifically looking at Jo Baler's work in this area. All of these areas of PD focus are chosen based on looking at student data to drive the areas of needs are students are exhibiting. These areas of focus are also aligned with the District's area of instructional focus.

Each year, the principal is allowed to have ten professional development meetings with certificated staff. For the past three years, Emerson, along with other BUSD elementary schools, has been focusing on PBIS training. Many of the meetings did center on training the staff on what PBIS, how to create a school-wide positive learning environment for all students, and then actually creating a school-wide behavior expectation matrix, a school-wide pledge, office referrals to track discipline data, and student incentives for rewarding positive behavior. Other primary focuses of professional development at Emerson have focused on training teachers on how to utilize student data from iReady scores in the area of mathematics and English Language Arts to drive instruction. The research-based program iReady! had been used as both an intervention for those students in need of it along with it providing enrichment for students who have mastered grade-level standards in those academic areas. The principal and curriculum specialist typically deliver professional development at faculty meetings using professional literature and videos followed up with meaningful collegiate conversations. For the past two years, Emerson has also paid educational consultants from Box Car and One-Eyed Jacks to provide professional development on math and literacy games for students. Teachers are provided substitutes for the day to participate in the professional development and then to plan together as a grade level. The principal follows up by conducting classroom observations to see the implementation of the games. Teachers also participate in monthly data chats with the principal and curriculum specialist to identify students below grade level and group them accordingly to participate in RtI small intervention groups. Due to COVID and distant learning for the school year 2020-21, the primary focus of professional development has been on distance learning and making thinking visible by all students. The District provided teachers with a variety of professional development models addressing distant learning areas of focus to begin the school year.

District-Wide Professional Development offered in 2020-2021 focused on utilizing technology to teach in a distance learning model. Modules were prepared for teachers to work through during preschool days with their grade level and subject area colleagues. Topics included:
Setting up a Google Classroom
Developing Instructional Modules
Creating Community in the Digital Environment
Supporting Special Populations
Grading and Assessment
Kami Tutorial
Mote Tutorial
School City Help Tutorial
Using the Google Suite
Flipgrid

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning one of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Burbank Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill, Ed.D.
Email Address	MattHill@burbankusd.org
District Website Address	www.burbankusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7731	1871	24.20	75.80	59.81
Female	3811	923	24.22	75.78	64.85
Male	3918	947	24.17	75.83	54.86
American Indian or Alaska Native	14	1	--	92.86	--
Asian	417	134	32.13	67.87	79.10
Black or African American	197	53	26.90	73.10	53.85
Filipino	254	79	31.10	68.90	70.89
Hispanic or Latino	2548	661	25.94	74.06	49.85
Native Hawaiian or Pacific Islander	11	5	45.45	54.55	--
Two or More Races	550	137	24.91	75.09	70.59
White	3740	801	21.42	78.58	62.58
English Learners	731	192	26.27	73.73	15.63
Foster Youth	15	3	20.00	80.00	--
Homeless	134	30	22.39	77.61	46.67
Military	38	27	71.05	28.95	44.44
Socioeconomically Disadvantaged	2697	632	23.43	76.57	45.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1018	186	18.27	81.73	29.03

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7731	1859	24.05	75.95	42.86
Female	3811	917	24.06	75.94	40.72
Male	3918	941	24.02	75.98	44.88
American Indian or Alaska Native	14	1	--	92.86	--
Asian	417	137	32.85	67.15	67.15
Black or African American	197	52	26.40	73.60	30.77
Filipino	254	80	31.50	68.50	52.50
Hispanic or Latino	2548	652	25.59	74.41	29.08
Native Hawaiian or Pacific Islander	11	5	45.45	54.55	--
Two or More Races	550	136	24.73	75.27	54.41
White	3740	796	21.28		47.98
English Learners	731	194	26.54	73.46	16.49
Foster Youth	15	3	20.00	80.00	--
Homeless	134	30	22.39	77.61	20.00
Military	38	27	71.05	28.95	11.11
Socioeconomically Disadvantaged	2697	629	23.32	76.68	28.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1018	181	17.78	82.22	19.34

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment (Grades 3, 6-8) Student Groups	Local EOY Assessment (Grades 3, 6-8) Total Enrollment	Local EOY Assessment (Grades 3, 6-8) Number Tested	Local EOY Assessment (Grades 3, 6-8) Percent Tested	Local EOY Assessment (Grades 3, 6-8) Percent Not Tested	Local EOY Assessment (Grades 3, 6-8) Percent At or Above Grade Level
All Students	4203	3764	89.6	10.4	41.6
Female	2094	1892	90.4	9.6	44.9
Male	2108	1871	88.8	11.2	38.2

American Indian or Alaska Native	65	59	90.8	9.2	37.3
Asian	350	327	93.4	6.6	52.9
Black or African American	166	144	86.7	13.3	36.1
Filipino	192	173	90.1	9.9	50.3
Hispanic or Latino	1401	1243	88.7	11.3	32.5
Native Hawaiian or Pacific Islander	17	12	82.4	17.6	14.3
Two or More Races	297	285	96.0	4.0	51.9
White	3148	2807		10.8	61.4
English Learners	357	320	89.6	10.4	5.9
Foster Youth	25	19	76.0	24.0	10.5
Homeless	41	32	78.0	22.0	25.0
Socioeconomically Disadvantaged	1481	1281	86.5	13.2	32.0
Students with Disabilities	455		74.7	25.3	11.5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment (Grades 3, 6-8) Student Groups	Local EOY Assessment (Grades 3, 6-8) Total Enrollment	Local EOY Assessment (Grades 3, 6-8) Number Tested	Local EOY Assessment (Grades 3, 6-8) Percent Tested	Local EOY Assessment (Grades 3, 6-8) Percent Not Tested	Local EOY Assessment (Grades 3, 6-8) Percent At or Above Grade Level
All Students	4203	3630	86.4	13.6	
Female	2094	1838	87.8	12.2	40.6
Male	2108	1791	85.0	15.0	41.4
American Indian or Alaska Native	65	57	87.7	12.3	26.3
Asian	350	320		8.6	59.7
Black or African American	166	141	84.9	15.1	35.5
Filipino	192	169	88.0	12.0	49.7
Hispanic or Latino	1401	1168	83.4	16.6	25.4
Native Hawaiian or Pacific Islander	17	13	76.5	23.5	30.8
Two or More Races	297	280	94.3	5.7	52.1
White	3148	2682	85.2	14.8	39.6
English Learners	357	312	87.4	12.6	20.8
Foster Youth	25	17	68.0	32.0	5.9
Homeless	41	32	78.0	22.0	21.9
Socioeconomically Disadvantaged	1481	1213	91.9	18.1	31.2

| Students with Disabilities | 455 | 297 | 65.3 | 34.7 | 16.5 |

*At or above the grade-level standard in the context of the local assessment administered.