

R. L. Stevenson Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	R. L. Stevenson Elementary School
Street	3333 Oak St.
City, State, Zip	Burbank, CA 91505-3514
Phone Number	818-729-5700
Principal	Jill Johnson
Email Address	jilljohnson@burbankusd.org
Website	www.burbankusd.org/rlse
County-District-School (CDS) Code	19- 64337- 6012009

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

2021/2022:

Our mission at Robert Louis Stevenson Elementary School is to ensure the learning success of all of our students in a safe, nurturing environment, and to inspire them to become productive members of society who take an active role in positively changing the world around them. Our school motto is "Stevenson is helpful, friendly, and respectful." As a staff and community, we believe that all students will learn and achieve. We are committed to delivering a quality educational program to all students. Exemplary teaching occurs on a daily basis which focuses on standards-aligned curriculum. Differentiated instruction is presented by teachers in order to reach all levels, from those students who are below grade-level to those students who are exceeding grade-level standards. High expectations for student achievement and behavior are evident throughout the school. Our students build strong academic and social skills within a safe and caring community. Students leave Stevenson Elementary School with the ability to be proud, confident, successful scholars who are ready for the next step in their educational careers.

Our vision is to continue to infuse the arts into our curriculum while growing in the area of technology. We embrace California State Standards which focus on multi-disciplinary study, while providing a variety of ways for students to access curriculum. These standards require analysis, synthesis, and promote depth of learning by creating opportunities for knowledge to be applied to real-world context.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	122
Grade 1	99
Grade 2	94
Grade 3	124
Grade 4	96
Grade 5	94
Total Enrollment	629

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	7.9
Filipino	3.2
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.2
White	46.7
Two or More Races	9.5
Socioeconomically Disadvantaged	17.5
English Learners	6.4
Students with Disabilities	11.6
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	30	31	694
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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. Please click on the following link to see the list of test books and materials <http://burbankusd.org/index.aspx?page=737>

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

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.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Reviewed for Adoption 2015-16 Full Implementation 2016-17</p> <p>Date of Adoption: April 21, 2016</p>		
Mathematics	<p>Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015</p> <p>Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015</p> <p>Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015</p> <p>Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015</p> <p>Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015</p> <p>Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015</p> <p>May 7, 2015</p>	Yes	0%
Science	<p>Science/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level:</p> <p>Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9 Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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</p> <p>Date of Adoption: May 17, 2007</p> <p>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</p> <p>Date of Adoption: April 5, 2001</p>		
History-Social Science	<p>Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>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</p> <p>Date of Adoption: May 4, 2006</p>	Yes	0%
Visual and Performing Arts	Music/K-5:	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Adopted for Use Beginning 2007-2008.</p> <p>California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level:</p> <p>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</p> <p>Date of Adoption: May 21, 2007</p> <p>Share the Music, McGraw Hill</p> <p>Date of Adoption: August 19, 1999</p>		

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

School Facility Conditions and Planned Improvements

The facility is in Good repair. Normal maintenance and upkeep is being performed. Four (two - Around the Bell program and two - Boy's & Girl's Club) relocatable buildings along with a restroom relocatable were added to the rear of the campus. The fire alarm system was replaced and the existing T8 light fixtures were replaced with LED light fixtures. No other 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. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/23/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	CR7 Fishing wire suspended across room from TBAR
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	CR 12 Clear path blocked by computer carts
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR4 Hallway door sticks; CR32 Door does not latch
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	76	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	61	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	49	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

The Stevenson PTA and Families for Stevenson fundraising committee encourage and coordinate a wide variety of opportunities for parental involvement. Each organization holds a monthly meeting where budget, fundraising, and events are discussed. The website for these organizations is stevensonpirates.org and our Facebook group is Robert Louis Stevenson Elementary - Burbank, CA. Parents are welcomed and encouraged to volunteer in many of our classrooms, when possible, and become apart of the network of homeroom parents.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.4	3.0	2.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	305	2.5
Expulsions	0	2	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Each school in the district has developed a comprehensive school safety plan with four components. Our safety plan was created and reviewed by school site council, staff, and parents on a variety of dates from August 2019 through January 2020.

Component 1: "People and Programs": Educating our students, staff and community on PBIS strategies to create a positive environment.

Component 2: "School's Physical Environment": We have made a commitment to enhance the physical safety of our school by ensuring all students are safe when arriving and leaving our school. We are also focused on updating and organizing the disaster bin.

Component 3: "School's Social Environment": Fostering a sense of family for students, parents, staff, and the community through PTA/ FFS events, fundraisers, business partnerships, "Pirate Pals," Back-to-School Night, Open House, Parent-Teacher Conferences and after school activities. Virtual activities are being held this school year in compliance with state and local health guidelines.

Component 4: "School's Culture": Fostering an environment, in which students, faculty and staff can feel safe, happy, supported. Our school motto is "Stevenson is helpful, friendly, and respectful." This is chanted at our monthly assembly. Parents and the community are invited to attend these assemblies. Virtual monthly assemblies are being held in accordance with current state and local health guidelines during the pandemic.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		24		4		23	1	4	
1	22		5		23		4		29		3	1
2	24		4		23		5		29		3	1
3	22	1	3		24		4		24		5	
4	30		4		33		1	2	30		3	
5	27	1	3		25	1	4		30		3	
Other**					9	1			12	2		

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,574.64	\$4,334.00	\$6,240.86	\$78,314
District	N/A	N/A	\$7,104.28	\$81,259
Percent Difference - School Site and District	N/A	N/A	-12.9	-3.7
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-21.6	-7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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)
- English Learner Program Maintenance of Effort (MOE) (LCAP Supplemental)
- After School Safety and Enrichment Services (ASES low income schools)
- Educator Effectiveness Grant
- Special Education
- Title I, Improving Academic Achievement
- Title II, Teacher Quality
- Title III, English Learners
- Title IV, Student Support

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,831	\$52,484
Mid-Range Teacher Salary	\$76,590	\$81,939
Highest Teacher Salary	\$97,841	\$102,383
Average Principal Salary (Elementary)	\$123,300	\$129,392
Average Principal Salary (Middle)	\$145,239	\$136,831
Average Principal Salary (High)	\$156,467	\$147,493
Superintendent Salary	\$250,892	\$254,706
Percent of Budget for Teacher Salaries	35.0	34.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The primary focus for professional development is the district wide "Explore, create, and share" modules that address four main best practice areas for distance and hybrid learning. This began with a grade-level district wide training at the start of the year based on statewide assessment and subgroup results TK-12. The idea is to support students with Tier I supports using best practice instructional strategies. Site based professional development with this focus is continuing at staff meetings and grade level meetings on Fridays. Areas targeted are planning and instruction, designing and maintaining the digital classroom, supporting special populations, and grading and assessment. Site leadership team continues to discuss and identify best practices to bring back to grade level teams. Professional development is delivered via principal, curriculum specialist, and colleagues. District professional development is voluntarily offered via Teachers on Special Assignment in the area of Induction and instructional technology periodically after school.

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 on 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.