

Thomas Jefferson 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	Thomas Jefferson Elementary School
Street	1900 North Sixth Street
City, State, Zip	Burbank , CA 91504-2932
Phone Number	818-729-1600
Principal	Sandra De Barros
Email Address	sandradebarros@burbankusd.org
Website	www.burbankusd.org
County-District-School (CDS) Code	19- 64337- 6011928

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)

Our Mission

The mission of Thomas Jefferson Elementary School is to build confident learners and responsible citizens who engage in a rigorous curriculum, express creative thinking, develop personal integrity and discover the joy of shared learning within a safe and supportive community.

Our School

Thomas Jefferson is one of eleven premier elementary schools in the Burbank Unified School District located in the southeast end of the San Fernando Valley. Thomas Jefferson Elementary was built in 1948 and modernized in 1999. Pathways and gardens designed through a Caesar Chavez grant enhance our school. It is within this nurturing environment we serve approximately seven hundred fifty students who mainly come to us from homes representing upper-middle socioeconomic levels with low mobility rate. Jefferson serves many ethnic heritage groups. Those listed as significant subgroups per our California State Test can be classified as follows: 57% White, 21% Hispanic, and 10% Asian. Seven percent of our student population speak a language other than English. Twenty-two percent of our students qualify for free or reduced price lunches and six percent of our students have been accepted into the Gifted and Talented Education (GATE) program.

Over the years, Jefferson has held a reputation of engaging learners in a rigorous and meaningful curriculum. Our API scores continue to trend in a positive direction. The most recent API score is 898. We can only attribute these positive trends towards highly skilled teachers that utilize strong strategies and instructional practices when implementing standards-based curriculum approved by the state and adopted by the district. We have also continued our emphasis on timely data-driven instruction to meet the needs of all students. We rise to the challenge of meeting the needs of students who are performing below grade level to reaching those children who qualify for GATE through a system that we have labeled "Power Hour". "Power Hour" is a program in which provide specific targeted instruction in English Language Arts and some math. Jefferson's comprehensive and balanced educational program enables all students to prosper academically, physically, and emotionally.

Staff and families partner to make Thomas Jefferson exceptional in every way. Each year our PTA sponsors activities such as family picnics, Carnival, assemblies, field study trips, and holiday food drive. Booster Fundraising allows us to purchase computers, books for our school library, a week of Outdoor Science School for fifth graders. The efforts of all of our community stakeholders helps extend our dynamic standards-based arts curriculum to every child.

Thomas Jefferson Elementary is a school that has achieved much over the years and produced citizens with strong integrity and skills that we pride ourselves on in our country. We are very proud of these accomplishments, however, we always look to the future and that means that we continue to develop and improve our skills and instructional strategies so that our students make significant contributions to the world that they will inherit; a world that seeks out those who can compete globally with strong discreet skills and the ability to problem solve for new horizons.

Thomas Jefferson aptly stated, "It is while we are young that the habit of industry is formed. If not then, it never is afterwards. The fortune of our lives, therefore depends on employing well the short period of youth. Jefferson students are self-motivators who practice disciplined thought and action. They are reflective learners who set and achieve realistic yet challenging goals. They seek and discover the personal satisfaction in pursuing excellence. Thomas Jefferson would be proud. Our Mission

The mission of Thomas Jefferson Elementary School is to build confident learners and responsible citizens who engage in a rigorous curriculum, express creative thinking, develop personal integrity and discover the joy of shared learning within a safe and supportive community.

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	121
Grade 3	144
Grade 4	119
Grade 5	131
Total Enrollment	754

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	12.5
Filipino	2.4
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.1
White	60.3
Two or More Races	6.1
Socioeconomically Disadvantaged	22.7
English Learners	17.1
Students with Disabilities	6.9
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	32	32	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.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2</p> <p>Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015 Grade 3</p> <p>Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015 Grade 4</p> <p>Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015 Grade 5</p> <p>Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015</p> <p>Date of Adoption: May 7, 2015</p>		
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</p> <p>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</p> <p>Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9</p> <p>Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7</p> <p>Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5</p> <p>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-</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
History-Social Science	Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR 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	Yes	0%
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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Audio CD Package, ISBN 002-2964649 Date of Adoption: May 21, 2007 Share the Music, McGraw Hill Date of Adoption: August 19, 1999		

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 being performed. Nine new modular classrooms with a storage and restroom unit were added to the campus. 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. 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.

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: 6/30/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR22 Back door jamb has dry rot

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

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)	69	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	58	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

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 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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	43	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)

Thomas Jefferson himself was a strong believer in education for all. He espoused the idea of an "academical village" and we have created a place similar to his vision where shared learning is infused in our student's daily lives. We strongly believe in and practice "Educational Excellence for Every Child, Every Day." Our network of intimate connections - comprised of students, teachers, administrators, support staff, parents, community partners, and neighbors - work and learn together to make this vision a reality.

Jefferson offers a plethora of ways parents and other community members can be involved in educating our students. Parents volunteer and support teachers within the classroom. We train parents to work with reading strategies that are known to support student learning. We have very active parent groups in the form of PTA, a Booster Association, School Site Council, and English Language Advisory Committee (ELAC). These groups play an important role in involving families and community members in school activities. The Jefferson PTA coordinates a wide variety of opportunities for parental involvement. Along with PTA, we host a school visits for families new to our area, a Kindergarten Orientation, "Sneak Peek", and Kindergarten parent reception on the first day of school. We also host a New Parent meeting for all parents prior to one of the first PTA meetings. PTA also hosts a multicultural evening that includes traditions from many cultures important to our school. Home/School communication is provided by the Patriot Press newsletter and flyers that go home. Events such as the annual Fall Picnic, Book Fairs, Art Days, Campus Pride Days and Spring Carnival bring our community of families together. In short, opportunities are endless!

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	1.0	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	3	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 two components.

Component 1 :Jefferson’s goal is to create a caring, committed, well-organized atmosphere that encompasses and encourages ethnic/cultural diversity, pride, and a sense of community with strong communication between students, parents, and staff. These goals are addressed through involvement of the school population in decision-making, communication, liaison with English Language Learners, promoting Character Building, and Peace Builders, and expectations of behavior.

Component 2: Providing a safe environment for students, their families, and the schools staff is addressed through maintaining a locked campus, a Valet Drop-off program, providing lighting and sound systems for emergencies, Peace Builders program for behavior management, and participation in before and after school activities.

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	23		5		23		5		24		5	
1	25		6		25		5		24		5	
2	24		5		24		6		24		5	
3	25		5		24		5		24		6	
4	31		4		33			4	30		4	
5	31		4		32		3	1	33		1	1

*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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

*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	\$10,410.02	\$4,334.00	\$6,076.24	\$78,314
District	N/A	N/A	\$7,104.28	\$81,259
Percent Difference - School Site and District	N/A	N/A	-15.6	-3.7
State	N/A	N/A	\$7,750	\$84,577

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	-24.2	-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)
- Interventions
- English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)
- After School Safety and Enrichment Services (ASES for 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
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

- Elementary Professional Development
- Elementary instructional leadership teams in core curriculum areas and GATE
- Elementary assessments/large scale and formative
- Standards based grading
- Step up to writing
- ELA Benchmark
- Best practice in math planning

- Building Cognitive Rigor
- MakerSpace
- Curriculum for teachers new to BUSD
- Building classroom for maximum growth
- Small group math Instruction/Daily 3
- Small group grade level planning in site specific content areas
- Gifted and talented education
- Demonstration lessons in content areas
- Induction professional learning communities for new teachers
- Induction mentor training

Instructional Technology Professional Development

Training in this area has been in multiple formats:

- Group training sessions
- Pre-School UnConference
- Site Staff Development Meetings
- ½ Day training during the school day
- Individual or Small Group sessions per teacher requested appointments
- Direct & Supported instruction with students during class time

Instruction was provided on the following topics:

- Google Suite for Education
- Aeries Gradebook
- Aeries Analytics for District Benchmark
- All district adopted curriculum software
- Outlook
- Green Screen Videos
- MakerSpace Carts
- Breakout EDU
- Twitter (utilizing Social Media for professional development)
- OneNote
- 21st Century Classroom Technology install
- Integrating technology into current instructional practices

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.