

Walt Disney Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Walt Disney Elementary School
Street	1220 West Orange Grove Ave.
City, State, Zip	Burbank, CA 91506-2016
Phone Number	818-729-0100
Principal	Molly Hwang
Email Address	mollyhwang@burbankusd.org
Website	www.burbankusd.org/wde
County-District-School (CDS) Code	19- 64337- 6011878

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 2019-20)

Walt Disney Elementary School (WDE) is a school located in a suburban community adjacent to the city of Los Angeles. The school was established in 1946 after World War II when the city experienced substantial growth like many other southern California bedroom communities at that time (Clark & McDaniel, 2013) and was referred to as Central Avenue School. In 1969, the school was renamed as Walt Disney Elementary School. At this time the school boasts a student population of 437 students in kindergarten through fifth grade based on district data. In 2013, the school launched the Spanish/English Dual Immersion program in Kindergarten. Currently, it has a Dual Immersion classroom in grades kindergarten through fifth grade. The student population at Walt Disney Elementary School is rich with diversity and we take pride in recognizing and celebrating our differences with events such as Multicultural Night and the Dia De Los Muertos Ball. We also actively seek input by all stakeholders within our diverse community. We believe these varied interests and cultures provide deep learning opportunities for our school's instructional practices and provide a stepping stone for our students to acquire and master 21st century skills. Disney was recognized as a Gold Ribbon Award School in 2016 and as a California Distinguished School in 2009, 2018 and 2020.

The Walt Disney Elementary School's mission is to provide ALL students with a positive and challenging learning environment, which empowers them to become responsible, caring and productive citizens of the world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	64
Grade 1	72
Grade 2	72
Grade 3	71
Grade 4	76
Grade 5	86
Total Enrollment	441

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.7
Asian	3.4
Filipino	3.9
Hispanic or Latino	55.6
White	25.4
Two or More Races	5.9
Socioeconomically Disadvantaged	39
English Learners	15.2
Students with Disabilities	6.8
Foster Youth	0.2
Homeless	1.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	702
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: Jan 2019

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
<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 4/21/2016Deluxe Pkg. - California Edition– 0-618-17716-7.</p> <p>Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016Deluxe 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>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 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	Yes	0%
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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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 Date of Adoption: May 4, 2006</p>	Yes	0%
Visual and Performing Arts	<p>Music/K-5:</p> <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: Grade 2 Pupil Edition, ISBN 002-2965513</p>	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 002-2964614 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		

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility is in Good repair. Normal maintenance and upkeep is being performed. The existing T8 light fixtures were replaced with LED light fixtures.. No 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. 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 (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 12/18/19

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	63	63	65	50	50
Mathematics (grades 3-8 and 11)	51	56	50	51	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	223	96.96	3.04	63.23
Male	110	106	96.36	3.64	59.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	120	117	97.50	2.50	66.67
Black or African American	12	11	91.67	8.33	81.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	129	100.00	0.00	52.71
Native Hawaiian or Pacific Islander					
White	59	53	89.83	10.17	79.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	104	101	97.12	2.88	48.51
English Learners	50	45	90.00	10.00	46.67
Students with Disabilities	20	18	90.00	10.00	50.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	225	98.25	1.75	56.44
Male	110	108	98.18	1.82	58.33
Female	119	117	98.32	1.68	54.70
Black or African American	12	11	91.67	8.33	63.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	129	129	100.00	0.00	48.84
Native Hawaiian or Pacific Islander					
White	58	55	94.83	5.17	63.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	0.00	43.69
English Learners	50	48	96.00	4.00	43.75
Students with Disabilities	20	18	90.00	10.00	38.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	21.4	23.8	15.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Parents play a vital role in the education and safety of our students. WDE believes that parents are their children's first teacher, and their input is invaluable. There are a variety of opportunities to get involved at WDE, which include but are not limited to the following:

SCHOOL SITE COUNCIL (SSC)

Parents and teachers work together on the SSC committee to continually improve our school plan and programs by analyzing student data, parent input and school needs. The School Plan for Student Achievement, written by the committee, is the guiding document behind the programs, curriculum application, and categorical budgeting processes. Parents serve on this advisory council along with teachers and other school staff. The SSC meets at least four times a year with the meetings open to the public.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

ELAC is a committee made up parents of our English language learners. The purpose of this committee is to provide opportunities for parents of second language learners to give input regarding curriculum and instructional practices as well as our school environment. This important group provides input on academic, budgeting and intervention suggestions and ideas for topics of interest to be included in meetings. This group meets a minimum of four times a year and is conducted in Spanish and English. The president of our ELAC also represents our voice on the District English Language Advisory Committee.

PARENT TEACHER ASSOCIATION (PTA)

The PTA is vital to the school community, especially the students at Disney. This active parent group plans and provides events throughout the year that develop the whole child and enrich the students' educational experience. The PTA raises money to fund enrichment activities, instructional materials, and special events to extend our students' learning opportunities. Over the years, hard working parents have dedicated their time and talents to support the PTA program. Meetings are held on the second Thursday of the month.

DUAL IMMERSION PARENT COMMITTEE (DI PAC)

The Dual Immersion Parent Committee meets four times annually to discuss celebrations and challenges of having a student enrolled in the DI program. The meeting is open to parents from both elementary sites that currently offer a DI Spanish programs: Walt Disney and William McKinley.

GIFTED AND TALENTED EDUCATION PARENT COMMITTEE (GATE PAC)

This groups meets once annually at the school site and bi-monthly at the District level. The group offers an opportunity to provide parent education with having a GATE student and to discuss student opportunities.

Parents have many opportunities to be involved at Disney. Examples of some of the opportunities at Disney include the groups mentioned above. While small in number, the group is enthusiastic and eager to add their efforts to enrich programs here at Disney. We have a large pool of parent volunteers who come and work in our classes. Some parents work in classrooms on a regular basis; others volunteer their time on an occasional basis. Either way, their contributions are greatly appreciated. Throughout the year, parents also participate in different functions such as, Welcome Back Picnic, Multicultural Night, Halloween Parade, Dia de los Muertos Ball, Spring Dance, Doughnuts and Dads, Moms and Muffins, Sam and Me Dance, Mother-Son Game Night, Science Family Night, Science Fair Award Night, Mindfulness Family Night, monthly school wide assemblies, holiday grams and Visual Arts .

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	0.7	0.4	1.9	3.0	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Disney Elementary:

Please visit the website <https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services>

Component 1 “People and Programs” is addressed through the following activities meant to create a caring and connected school climate.

- Educating students and staff on the diverse backgrounds within our school community
- Implementing and emphasizing Positive Behavior Intervention Support tenets at student events and staff parent meetings
- Increasing school contacts with families via phone calls, texts, conferences and monthly newsletters
- Training staff to recognize signs of abuse and violence
- Including safety suggestions in Monday Memo and at staff meetings
- Logging volunteers hours and recognizing volunteers t end-of-the-year events

Component 2 “School’s Physical Environment” is addressed through the following activities intended to enhance the physical safety at our school.

- Requiring all visitors to sign in/out and at the front office using our Raptor System and wear identifying badges while on campus
- Advising all staff members of location of gas and electrical valves/shut-offs
- Reviewing emergency procedures with staff and posting updated exit maps in all rooms
- Re-keying doors throughout the school in order to meet minimal stated safety requirements
- Telephone/Intercom located in each classroom Including safety suggestions at all staff meetings.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	24		3		23		3		21	2	1	
1	21	2	1		24		3		24		3	
2	22		3		21	1	2		24		3	
3	24		3		24		3		24		3	
4	29		2		27		3		25		3	
5	32		2		30		2		29		3	
Other**												

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,584.14	\$716.09	\$7,250.35	\$78,314

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	2.0	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-3.5	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 Maintenance of Effort (MOE - LCAP Supplemental)
- After School Safety and Enrichment Services (ASES for low income schools)
- Educator Effectiveness Grant
- Educational Technology Assistance
- Lottery
- Special Education
- Title I, Title II, Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,457	\$51,374
Mid-Range Teacher Salary	\$74,344	\$80,151
Highest Teacher Salary	\$94,972	\$100,143
Average Principal Salary (Elementary)	\$129,033	\$126,896
Average Principal Salary (Middle)	\$138,725	\$133,668
Average Principal Salary (High)	\$153,399	\$143,746
Superintendent Salary	\$248,230	\$245,810
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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