

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

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

## School Description and Mission Statement (School Year 2019-20)

### 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.

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

Grade Level	Number of Students
Kindergarten	113
Grade 1	127
Grade 2	142
Grade 3	122
Grade 4	133
Grade 5	127
<b>Total Enrollment</b>	<b>764</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	11.9
Filipino	3.1
Hispanic or Latino	16.4
White	59.3
Two or More Races	6.4
Socioeconomically Disadvantaged	24.9
English Learners	16.5
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	32	32	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: January 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.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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>		
<b>Mathematics</b>	<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>	Yes	0%
<b>Science</b>	<p>Science/K-5:  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>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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 015-317908-2; 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>		
<b>History-Social Science</b>	<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:</p> <p>Kindergarten – California Kindergarten Program, ISBN 015-344135-6</p> <p>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</p> <p>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</p> <p>Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4</p> <p>Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0 Date of Adoption: May 4, 2006		
<b>Visual and Performing Arts</b>	<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:</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>	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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:** 12/19/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	67	69	63	65	50	50
Mathematics (grades 3-8 and 11)	59	58	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	378	369	97.62	2.38	69.38
Male	195	192	98.46	1.54	64.58
Female	183	177	96.72	3.28	74.58
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	41	38	92.68	7.32	84.21
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	70	68	97.14	2.86	57.35
Native Hawaiian or Pacific Islander					
White	220	216	98.18	1.82	69.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	27	100.00	0.00	74.07
Socioeconomically Disadvantaged	108	102	94.44	5.56	56.86
English Learners	105	102	97.14	2.86	56.86
Students with Disabilities	45	42	93.33	6.67	21.43
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	378	371	98.15	1.85	58.49
Male	195	192	98.46	1.54	64.06
Female	183	179	97.81	2.19	52.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	41	40	97.56	2.44	77.50
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	70	68	97.14	2.86	38.24
Native Hawaiian or Pacific Islander					
White	220	216	98.18	1.82	60.65
Two or More Races	27	27	100.00	0.00	59.26
Socioeconomically Disadvantaged	108	104	96.30	3.70	43.27
English Learners	105	104	99.05	0.95	48.08
Students with Disabilities	45	42	93.33	6.67	23.81
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	26.2	27.0	38.1

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)

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

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
<b>Suspensions</b>	0.9	1.0	0.4	1.9	3.0	2.7	3.6	3.5	3.5
<b>Expulsions</b>	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)

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.

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

## 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	25		6		23		5		23		5	
1	23		5		25		6		25		5	
2	25		5		24		5		24		6	
3	24		5		25		5		24		5	
4	32		4		31		4		33			4
5	33		1	3	31		4		32		3	1
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)	2.3
Other	2.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,410.02	\$339.07	\$6,076.24	\$78,314
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	-15.6	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-21.1	-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
- 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

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