

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

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)

2019/2020:

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

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

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	93
Grade 2	117
Grade 3	98
Grade 4	101
Grade 5	121
Total Enrollment	629

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

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	8.3
Filipino	3.7
Hispanic or Latino	25.6
White	46.3
Two or More Races	9.5
Socioeconomically Disadvantaged	21.8
English Learners	7.5
Students with Disabilities	11.1
Foster Youth	0.8
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	30	30	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 2018

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
<b>Reading/Language Arts</b>	<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
<b>Mathematics</b>	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%
<b>Science</b>	Science/K-5:  Adopted for Use Beginning 2007-2008.  California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level:  Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9 Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1 Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9 Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7 Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5 Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3  Date of Adoption: May 17, 2007	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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:  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%
<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:  Grade 2 Pupil Edition, ISBN 002-2965513  Audio CD Package, ISBN 002-2964614  Grade 3 Pupil Edition, ISBN 002-2965521</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 002-2964622 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. Four (two - Around the Bell program and two - Boy's & Girl's Club) relocatable buildings along with a restroom relocatable were added to the rear of the campus. The fire alarm system was replaced and the existing T8 light fixtures were replaced with LED light fixtures. No other improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

### School Facility Good Repair Status (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	CR 10, 22 Broken Ceiling Tile, CR 4, 5, 31 adjust door closer, CR 1 cabinet door broken
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	69	76	63	65	50	50
<b>Mathematics (grades 3-8 and 11)</b>	60	61	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	300	298	99.33	0.67	76.17
Male	149	148	99.33	0.67	73.65
Female	151	150	99.34	0.66	78.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	88.89
Filipino	--	--	--	--	--
Hispanic or Latino	71	70	98.59	1.41	72.86
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	78.29
Two or More Races	31	31	100.00	0.00	77.42
Socioeconomically Disadvantaged	69	69	100.00	0.00	57.97
English Learners	28	27	96.43	3.57	55.56
Students with Disabilities	44	43	97.73	2.27	44.19
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	300	298	99.33	0.67	61.07
Male	149	148	99.33	0.67	64.19
Female	151	150	99.34	0.66	58.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	44.93
Native Hawaiian or Pacific Islander					
White	153	153	100.00	0.00	66.67
Two or More Races	31	31	100.00	0.00	61.29
Socioeconomically Disadvantaged	69	68	98.55	1.45	36.76
English Learners	28	28	100.00	0.00	42.86
Students with Disabilities	44	43	97.73	2.27	27.91
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	18.8	26.5	29.9

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)

The Stevenson PTA and Families for Stevenson fundraising committee encourage and coordinate a wide variety of opportunities for parental involvement. Each organization holds a monthly meeting where budget, fundraising, and events are discussed. The website for these organizations is [stevensonpirates.org](http://stevensonpirates.org) and our Facebook group is Robert Louis Stevenson Elementary - Burbank, CA. Parents are also encouraged to attend the school Science night and Food Family Movie Night which represents food from many cultures. Parents are welcomed and encouraged to volunteer in many of our classrooms and become apart of the network of homeroom parents.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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	0.0	0.0	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)

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

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

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

Component 3: "School's Social Environment": Fostering a sense of family for students, parents, staff, and the community through PTA/ FFS events, fundraisers, business partnerships, "Pirate Pals", Back-to-School Night, Open House, Parent-Teacher Conferences and after school activities.

Component 4: "School's Culture": Fostering an environment, in which students, faculty and staff can feel safe, happy, supported. Our school motto is "Stevenson is Helpful, Friendly, and Respectful." This is chanted at our monthly assembly. Parents and the community are invited to attend these assemblies.

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		4		22	1	3		24		4	
1	23		4		22		5		23		4	
2	25		3		24		4		23		5	
3	25		5		22	1	3		24		4	
4	31		3		30		4		33		1	2
5	26	1	3		27	1	3		25	1	4	
Other**	10	1							9	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 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)	2.0
Other	3.0

\*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.

## 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	\$10,574.64	\$862.86	\$6,240.86	\$78,314
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	-12.9	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-18.4	-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 low income schools)
- Educator Effectiveness Grant
- Lottery
- Special Education
- 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	3	3	3

The primary focus for professional development is the district wide Excellent First Instruction. This began with a grade-level district wide training at the start of the year based on statewide assessment and subgroup results TK-12. The idea is to support students with Tier I supports using best practice instructional strategies. Site based professional development with this focus is continuing at staff meetings and grade level meetings on Tuesdays. Areas targeted are formative assessment, engagement strategies and structures, standards-based grading procedures, identifying and targeting students with instructional needs, small group instruction, Project Glad, and integrating technology for students to become producers and not consumers. Site leadership team continues to discuss and identify best practices to bring back to grade level teams. Professional development is delivered via principal, curriculum specialist, and colleagues. District professional development is voluntarily offered via Teachers on Special Assignment in the area of Induction and instructional technology periodically after school.