



Burbank Elementary School

17711 Roseton Avenue • Artesia, CA 90701 • (562) 229-7835 • Grades K-6

Michele Robinson, Principal
michele.robinson@abcusd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



ABC Unified School District

16700 Norwalk Blvd.
Cerritos, CA 90703
(562) 926-5566
www.abcusd.us

District Governing Board

Dr. Olga Rios, President

Leticia Mendoza, Vice President

Soo Yoo, Clerk

Christopher Apodaca, Board
Member

Ernie Nishii, Board Member

Maynard Law, Board Member

Sophia Tse, Board Member

District Administration

Dr. Mary Sieu
Superintendent

Dr. Valencia Mayfield
Assistant Superintendent,
Academic Services

Toan Nguyen
Assistant Superintendent,
Business Services
Chief Financial Officer

Dr. Gina Zietlow
Assistant Superintendent,
Human Resources

A Message from the Principal

The Burbank Bulldogs are a community of dedicated educators, supportive adults, and enthusiastic, talented learners. Our continuous improvement on federal and state measures demonstrates increased student knowledge which is preparing them for a successful future. Our students participate in a rigorous academic program enriched with visual, performance, and folk arts opportunities. Burbank Bulldogs are the Best!

Bulldog Learning

The Burbank staff provides many opportunities for students to excel. The core program includes reading groups, literature study, Thinking Maps, and the writing program, "Write from the Beginning and Beyond" to integrate reading and writing activities. Students in TK through 6th grade learn math with the Swun Math model which allows students not only to perform calculations, but also to think about, describe, and explain mathematical concepts as found in the Common Core Standards. Each teacher strives to differentiate instruction to support students at the many different learning levels. Students who need more support are helped with a multi-tiered approach to intervention. All students are encouraged to grow and excel at Burbank Elementary.

Bulldog Community

Burbank is a school in and of the community. Burbank Elementary provides many services for families and children. Burbank provides two after-school programs, EXTRA and Extended Day Program (EDP) with homework help, arts and crafts, and outside games. The staff and PTA team up to provide family activities throughout the year for families to have fun and learn together. The ABC Adult School provides "Mommy and Me" Parent Education classes five days a week. Students can participate in an extensive variety of after-school enrichment classes throughout the year. Two different sessions of classes offer dance, music, crafts, singing, gardening, exercise and nutrition, and more. Parents, students and staff celebrate and honor our students' citizenship and academic accomplishments at trimester awards assemblies.

Bulldog Talent

Our students explore their talents through the Visual, Performing, and Folk Arts Magnet program. Using our Fine Arts Center, the students practice and perform for students and parents. Students act, sing, dance, create props, and serve as stage hands for theatrical performances. We enjoy a student performance each month. Visual arts are explored through class and grade-level projects, as well as through the Meet the Masters Art Program. Our Howlers' choir is an after-school club which performs two concerts every year. The award-winning Burbank Spirit Squad and all boys Dawg Squad perform every month for spirit day and participate in a regional competition in the spring. Upper grade students can participate in student leadership by devoting service to the school and to the community. All children explore their talents as Burbank Bulldogs!

Artesia's history is as much tied to its schools as it is to the many naturally flowing wells giving Artesia its name. Luther Burbank Elementary School, in fact, is located not far from the site of Artesia's first school. The opening of this two-story schoolhouse enabled the village of Artesia to become a community and the Artesia School District was established on May 3, 1875. Our Mission Statement reflects the commitment to excellence so steeped in the history of Artesia.

The Burbank Elementary staff embraces an ongoing commitment to academic excellence, which builds upon past and current successes. At Burbank, students are challenged and encouraged to excel in all curricular areas. The staff aspires to develop students' abilities to their fullest potential, preparing them to take their place in an ever changing, technologically driven society.

Luther Burbank Elementary is a school community where the highest expectations are maintained. Burbank utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Burbank provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in student's educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

Mission Statement

The Burbank Visual, Performing, and Folk Arts Magnet experience provides our students with an arts-based academic program that reflects America's cultural richness. Music, visual arts, performing arts, and drama are integrated into the standards-based curriculum incorporating parent and community partnerships, technologically enhanced instruction, and arts lessons. Our Magnet program is taught by our own classroom teachers as well as outside consultants/instructors. Through this interchange, our students gain appreciation of the Arts.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	70
Grade 2	77
Grade 3	66
Grade 4	68
Grade 5	68
Grade 6	70
Total Enrollment	514

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.2
Asian	13.2
Filipino	13
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	0.2
White	5.4
Two or More Races	4.1
Socioeconomically Disadvantaged	61.9
English Learners	30
Students with Disabilities	12.1
Foster Youth	0.4
Homeless	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 for Burbank Elementary	17-18	18-19	19-20
With Full Credential	22	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	23
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Burbank Elementary School

Indicator	17-18	18-19	19-20
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.

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sondag System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Fair	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	49	66	66	50	50
Math	51	46	54	55	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.2	20.6	23.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	277	99.64	49.46
Male	149	148	99.33	43.24
Female	129	129	100.00	56.59
Black or African American	26	26	100.00	46.15
Asian	27	27	100.00	59.26
Filipino	33	33	100.00	78.79
Hispanic or Latino	164	163	99.39	41.72
White	17	17	100.00	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	187	99.47	40.64
English Learners	104	103	99.04	42.72
Students with Disabilities	63	62	98.41	19.35
Students Receiving Migrant Education Services	12	12	100.00	50.00
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	277	99.64	46.21
Male	149	148	99.33	47.30
Female	129	129	100.00	44.96
Black or African American	26	26	100.00	38.46
Asian	27	27	100.00	70.37
Filipino	33	33	100.00	78.79
Hispanic or Latino	164	163	99.39	34.97
White	17	17	100.00	47.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	187	99.47	37.97
English Learners	104	103	99.04	45.63
Students with Disabilities	63	62	98.41	20.97
Students Receiving Migrant Education Services	12	12	100.00	50.00
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.

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)

Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Burbank Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school's School Plan for student achievement to ensure instructional programs are consistent with students' needs and comply with ABC's LCAP.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- School Site Council
- Classroom Volunteers
- Title I District Advisory Committee
- English Learner Advisory Committee
- Parent Education Programs

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

If you have questions about or interest in involvement opportunities, please call Mrs. Michele Robinson at (562) 229-7835.

Burbank welcomes parent involvement as an important element of student achievement. We offer our parents many opportunities to participate in our instructional program with activities such as Academic and Citizenship Assemblies, monthly grade level performances, Parent Visitation Days, Family Reading Nights, Family Art Nights, and Parent Education Classes. We encourage and welcome parents to serve as volunteers both inside and out of the classroom.

Numerous programs are enriched by the generous contributions made by the following organizations to Burbank Elementary School:

- Mc Donald's
- Wal Mart
- Mimi's Cafe
- East/West Ice Palace
- Target Stores
- In n Out
- Lazy Dog Restaurant
- Chickfila

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.

School Safety Plan

The school safety plan includes procedures for the following emergencies: fire, earthquake, school disturbance, school intruder, power blackout, severe weather, bomb threats, emergency evacuation, and emergency release. The Burbank safety committee reviews the procedures and supplies each year. The students practice emergency drills every month. This school safety plan was reviewed and revised September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	2.0	3.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		23	1	3		24		4	
1	24		2		30		2		23		3	
2	25		3		26		3		30		2	
3	24		2		25		3		28		3	
4	28		3		32		2		32		1	1
5	32		2		24		2		32		2	
6	32		3		28		3		26	1	2	
Other**					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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		6	8

Our teachers actively seek opportunities for professional growth to provide effective instruction with a focus on student learning outcomes. Staff development is based on the assessed needs of the school personnel and on data from district and state assessments in ELA and Math. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. Schoolwide training focus areas include Swun math, Thinking Maps, Write From the Beginning and Beyond, District Writing Genres and Rubrics, and Google Classroom Technology, and Wonders ELA curriculum. Staff members build teaching skills and concepts by participating in many site supported coaching sessions and workshops throughout the year and by sharing their experiences and knowledge with colleagues. Common Core State Standards in the area of English Language Arts and English Language Development Listening and Speaking standards is the emphasis of district wide professional development this year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6639	386.57	6252.42	89160
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.6	6.3
School Site/ State	-15.5	8.1

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.