

Burbank Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Burbank Elementary School
Street	1135 Paradise Road
City, State, Zip	Modesto, CA 95351-2999
Phone Number	(209) 574-1962
Principal	Radhika Dinesh
Email Address	dinesh.r@monet.k12.ca.us
School Website	burbank.mcs4kids.com
County-District-School (CDS) Code	50711676052641

2022-23 District Contact Information

District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	MummaSolorio.L@monet.k12.ca.us
District Website Address	www.mcs4kids.com

2022-23 School Overview

At Burbank everyone will grow in a safe and supportive environment, while developing a lifelong desire to learn. In order to achieve our mission Burbank Elementary will align with Modesto City Schools' strategic goals and utilize Communication, Collaboration, and Celebration as a road map to our destination.

COMMUNICATE: Information regarding the Common Core State Standards is presented to all stakeholders. Presentations to parents occur during School Site Council, English Learner Advisory Committee, Parent Involvement and Engagement, Parent Cafes and Parent Nights. Teachers gain information through District and site trainings. Academic and behavioral expectations are established school-wide and communicated through parent conferences, site level meetings, and school publications. Burbank Elementary is committed to increasing the level of communication with all parents, students and staff.

COLLABORATE: Teachers meet on Collaboration Days to analyze and create plans of action to increase the level of student achievement. Our instructional staff works diligently to prepare our students for the Common Core State Standards and assessments by designing and delivering instruction that is both rigorous and relevant.

Burbank is committed to highlighting effective instructional practices and acquiring the resources necessary to achieve our goals. Parents are actively sought as partners in our school improvement endeavors. Volunteering is encouraged both at the classroom level as well as school-wide through committees and special projects.

Parent Café (Pastries with Parents) meetings are designed to provide parents with information and learning opportunities that will assist them in working with their students at home. Site administration works with students, teachers, and parents at the school level as well as with district leadership to strengthen partnerships and build better understanding of our goal to raise the level of student achievement at Burbank Elementary.

CELEBRATE: Through our efforts to communicate and collaborate, we are committed to celebrating the accomplishments of our school community. Student recognition programs for attendance, academic, and character achievements are implemented. Students are recognized for their accomplishments via school-wide messages, newsletters, and the district/school website. We will know that we as a school community of staff, parents and students have achieved our vision when all students who pass through our hallways leave Burbank as successful, academically and socially capable, self-reliant problem-solvers who are being prepared to be College and Career ready.

2022-23 School Overview

Burbank School Description:

Burbank School was built in 1939.

Located in the southwest section of Modesto, CA.

Our enrollment is 579 students in the Transitional Kindergarten through 6th grade.

Wonders, Language Arts program

SWUN Math program

40% English Learners

School-wide PBIS program BARK PROUD and Restorative Practices are utilized as well as Life Skills on the MCS Report Cards.

ASES Program (After School Program)

Head Start and State Preschool Program

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	82
Grade 2	76
Grade 3	86
Grade 4	71
Grade 5	77
Grade 6	92
Total Enrollment	572

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.5
Male	46.5
American Indian or Alaska Native	0.5
Asian	7.2
Black or African American	1.0
Filipino	0.0
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.6
White	6.6
English Learners	49.7
Foster Youth	0.3
Homeless	1.7
Migrant	1.0
Socioeconomically Disadvantaged	92.8
Students with Disabilities	8.9



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	95.16	614.30	89.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.60	1.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.84	13.70	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.90	4.64	12115.80	4.41
Unknown	0.00	0.00	17.90	2.61	18854.30	6.86
Total Teaching Positions	20.60	100.00	689.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	99.41	608.70	88.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.20	2.06	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.90	3.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.59	32.70	4.75	11953.10	4.28
Unknown	0.00	0.00	13.90	2.01	15831.90	5.67
Total Teaching Positions	21.80	100.00	690.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	SWUN Math, 2020	Yes	0

Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Based on the latest Williams Act Facility Inspection (8-10-2020) evaluation it was noted that no significant deficiencies were found that could be categorized as an "emergency or urgent threat to the health and safety of the pupils or staff." Burbank received an overall facilities rating of "exemplary." Site staff is working in conjunction with district personnel to address areas that are in need of repair.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, a cafeteria building, a library, a family learning center and an administration office. The main campus was built in 1943 and opened in 1943.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report

7/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items stored too high
Electrical	X			Electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Loose faucet fixture, Fountain low flow
Safety: Fire Safety, Hazardous Materials	X			Blocked fire extinguisher and/or fire pull, Unsecured cabinet at exit, Excessive art/paper on walls and/or hanging from ceiling
Structural: Structural Damage, Roofs	X			Exterior- water damaged siding and trim
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No appropriate age sign/labels, Exposed pipe in playground surfacing chips

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	17	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	319	98.46	1.54	16.98
Female	175	171	97.71	2.29	21.05
Male	149	148	99.33	0.67	12.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	23	23	100.00	0.00	21.74
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	267	264	98.88	1.12	15.97
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	12.50
White	16	15	93.75	6.25	33.33
English Learners	164	164	100.00	0.00	9.82
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	302	298	98.68	1.32	16.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	3.85

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	323	318	98.45	1.55	11.04
Female	174	170	97.70	2.30	9.41
Male	149	148	99.33	0.67	12.93
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	23	23	100.00	0.00	8.70
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	266	262	98.50	1.50	11.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	6.25
White	16	16	100.00	0.00	6.25
English Learners	163	163	100.00	0.00	5.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	301	296	98.34	1.66	10.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	8.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.41	0	15.01	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	74	93.67	6.33	5.41
Female	37	35	94.59	5.41	5.71
Male	42	39	92.86	7.14	5.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	60	92.31	7.69	3.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	43	42	97.67	2.33	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	70	93.33	6.67	5.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.31%	88.46%	91.03%	91.03%	92.31%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Opportunities for Parental Involvement Contacts:

Radhika Dinesh, Principal

Samora Mellor, Vice Principal

Sarah Miser, Administrative Assistant Contact Phone Number: (209) 574-1962 Parent Involvement Plan

Burbank Elementary School's plan to increase parent involvement: COMMUNICATE

Communication between home and school is regular, two-way, and meaningful.

A Parent-School-Student Compact is provided annually. This compact describes the school's responsibility to provide high-quality curriculum and instruction and an effective learning environment, the student's responsibility to learning as well as how parents are responsible for supporting their child's learning by monitoring attendance, homework completion, volunteering and participating in school activities.

Bi-Weekly (Bulldog Bulletin) newsletters are provided to inform parents of upcoming events and important information (also updated on our webpage).

Parents are invited to an annual Title 1 Parent Meeting where parent rights, parent involvement opportunities, Title I Programs, student performance data analysis, parent/staff/student compacts, and Title I requirements are explained.

Burbank hosts a Back-to-School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines, expectations, and grade level curriculum.

Parents are welcome to participate at school and are actively pursued for volunteering.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to participate in committees such as School Site Council, English Learners Advisory Committee, Parent Involvement and Engagement, School Safety Committee and Parent Cafe's. Agendas are published in advance for these meetings and all parents are encouraged to attend even if they are not a committee member. Meetings are publicized through flyers, the monthly newsletter, and via the school website.

Parents are given the opportunity to nominate and elect fellow parents to various leadership roles that provide oversight for the school such as School Site Council, District Parent Involvement and Engagement, English Learner Advisory Committee and School Safety Committee.

Teachers conference with parents in person, via telephone/TEAMS meetings online, or written notes and help parents with strategies for supporting schoolwork and homework.

Parents are provided progress reports mid-way through each trimester and report cards at the end of each trimester. These detail their child's academic progress for the school year.

Parents are able to communicate with their child's teacher for clarification on issues pertaining to their child.

Students in 4th, 5th, and 6th grades are provided daily academic planners to assist in home/school communication regarding assignments and upcoming projects.

Parents are given access to PowerSchool to monitor attendance and grades via the district's website.

School newsletters and other important school information are posted on the webpage in English and Spanish.

Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc.

Parental Involvement Plan and Single School Plan for Student Achievement is located in the front office so that it is accessible to parents.

COLLABORATE

Parents play an integral role in assisting student learning. Student achievement will increase through effective collaboration between the home and school.

Parent support and assistance is needed and welcomed.

The school partners with parent and community organizations, such as local businesses and the Center for Human Services, Sierra Vista, Police Activities League to assist in achieving our school goals.

Parenting skills are promoted and supported.

Parenting workshops are provided to help educate parents on child-rearing strategies and social development awareness.

ELAC (English Learner Advisory Committee) meetings are held at least 5 times throughout the year. These meetings are an opportunity for parents of English Learners to analyze site data, learn about various programs available for English Learners as well as provide input on the quality and effectiveness of those programs.

SSC (School Site Council) meetings are held at least 5 times throughout the year. These meetings review the Single School Plan for Student Achievement. The council helps monitor and evaluate the effectiveness of the programs and helps determine the funding for various activities that promote student achievement.

PI&E (Parent Involvement and Engagement) meeting is held to review Compact and Policy each year.

Parents are encouraged to participate in the district level committees such as the District Parent Involvement and Engagement and English Learner Parent Participation committees.

CELEBRATE

2022-23 Opportunities for Parental Involvement

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success.

Parents are invited to the annual Open House Night in the spring to view completed projects and student work.

Parents are informed of academic achievements such as Spelling Bee winners, PBIS and perfect attendance, etc. via the school newsletter.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	614	314	51.1
Female	336	325	175	53.8
Male	295	289	139	48.1
American Indian or Alaska Native	3	3	1	33.3
Asian	46	45	20	44.4
Black or African American	9	8	8	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	504	491	245	49.9
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	12	12	4	33.3
White	41	40	27	67.5
English Learners	314	307	133	43.3
Foster Youth	3	3	1	33.3
Homeless	17	16	12	75.0
Socioeconomically Disadvantaged	588	572	299	52.3
Students Receiving Migrant Education Services	7	7	3	42.9
Students with Disabilities	58	57	32	56.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.92	2.23	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.27	0.06	2.94	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.27	0.00
Female	0.00	0.00
Male	2.71	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.88	0.00
English Learners	1.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Burbank School Safety Committee annually reviews and updates the Burbank Elementary School Safety Plan. The safety plan is comprehensive in scope. The plan outlines and describes the steps that students and staff will follow to effectively respond to a variety of emergency situations. The School Safety Committee met on September 14, 2022. The committee, consisting of site personnel meets three times a year. The committee provides input into the revision process by utilizing input from parents, students and staff. This plan includes information regarding the school's physical, social and cultural environment. Playground Supervision and Student Conduct expectations are outlined. School Crisis/Emergency Procedures including Fire, Lock Down, School Evacuation, and Earthquake guidelines are clearly delineated. A Pedestrian Safety Plan, Attendance Plan and Site Dress Code are also included in the comprehensive safety plan. Site staff receive training on the safety protocol and parents are informed of pertinent procedures via the student conduct code and site newsletters.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	22		4	
2	23		3	
3	19	4		
4	22	1	3	
5	26		3	
6	30		3	
Other	13	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	4	
1	20	1	3	
2	18	1	3	
3	18	1	3	
4	23	1		2
5	22	1	3	
6	23	1		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	1	
1	16	2	3	
2	15	2	3	
3	17	2	3	
4	23	1		1
5	15	3	1	
6	18	2	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13848.51	4605.38	9243.13	116647.20
District	N/A	N/A	9,336.43	93,071
Percent Difference - School Site and District	N/A	N/A	-1.0	22.5
State	N/A	N/A	\$6,594	85,856
Percent Difference - School Site and State	N/A	N/A	33.5	30.4

2021-22 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	61,523	51,081
Mid-Range Teacher Salary	87,787	77,514
Highest Teacher Salary	114,050	105,764
Average Principal Salary (Elementary)	131,404	133,421
Average Principal Salary (Middle)	136,168	138,594
Average Principal Salary (High)	154,950	153,392
Superintendent Salary	278,710	298,377
Percent of Budget for Teacher Salaries	32.22	31.60
Percent of Budget for Administrative Salaries	5.55	4.97

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	6	10