

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

| | |
|-------------------------|--------------------------------------|
| School Name | Theodore Roosevelt Elementary School |
| Street | 850 North Cordova Street |
| City, State, Zip | Burbank, CA 91505-2923 |
| Phone Number | 818-729-3150 |
| Principal | Matthew Osmond |
| E-mail Address | matthewosmond@burbankusd.org |
| School Website | www.burbankusd.org/tres |
| CDS Code | 19- 64337- 6012009 |

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

| | |
|-------------------------|---------------------------------|
| District Name | Burbank Unified School District |
| Street | 1900 West Olive Avenue |
| City, State, Zip | Burbank, CA 91506 |
| Phone Number | 818-729-4400 |
| Superintendent | Matt Hill, Ed.D. |
| Web Site | www.burbankusd.org |
| E-mail Address | MattHill@burbankusd.org |

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Roosevelt Elementary School, a California Distinguished School, is one of eleven elementary schools in the Burbank Unified School District. Our staff consists of approximately 85 dedicated educators, certificated and classified, who partner with students, families, and each other to help students achieve their potential and to continuously learn and grow. Our student body consists of approximately 630 students ranging from TK to 5th grade across a wide range of backgrounds and learning styles.

We strive for a nurturing environment and hold each other accountable for respecting ourselves, our school, and each other. We practice Great Learning and PeaceBuilding. We celebrate our differences and learn from our mistakes. We believe we are stronger together than we are alone.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Roosevelt encourages and coordinates a wide variety of opportunities for parental involvement ranging from PTA positions and classroom volunteers to event coordinator and art program assistants. Each classroom teacher has different needs and expectations for parent volunteers and specific questions are best addressed with teachers or the principal.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Roosevelt's School Safety Plan is written and revised annually by School Site Council consisting of teachers, classified employees, parents, and the principal. The plan was approved by School Site Council on February 6, 2020. This plan outlines our plan to address school safety relative to student conduct and behavior (PBIS, PeaceBuilders, Progressive Discipline Plan, 2nd Step Social Skills Classroom Lessons, and more), Facilities Management (Custodial Meetings, Cleaning and Maintenance Practices, Collaboration with BUSD's Service Center, etc), and Emergency Preparedness (Disaster Supplies, Emergency Drills for Earthquakes, Fires, Lockdowns, and Shelter-In-Place).

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 6/18/20

This section should be kept to 1-2 paragraphs.

The facility is in good repair. Normal maintenance and upkeep is being performed. Two vacant portable classrooms were removed in the 2018-19 school year. A large playground structure was added to the Teddy Bear Park Playground area in Dec 2019. The District takes great efforts to ensure that all of its schools are clean, safe, and functional.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|---|--|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | CR17 Chipped cove base; CR 23, Library, leak evidence on ceiling tiles; CR30 Cove base loose; RR near CR41 Missing ceiling tile |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|--|--|---|
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | RR near CR4 Boys urinal repair; RR near CR 8 broken stall lock; |
| Safety: Fire Safety, Hazardous Materials | Good | RR near CR15 Missing ceiling tiles; |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | CR11 Closet doors sticking |
| Overall Rating: | Good | Work orders were submitted to Facilities Services for repairs |

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 32 | 32 | 29 | 694 |
| Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 0 | 0 | 0 | 3 |
| Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| Total Teacher Misassignments '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. | 0 | 0 | 0 |
| Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | 0 |

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2021

This section should be kept to 1-2 paragraphs.

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.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|---|-------------------------------------|--|
| Reading/Language Arts | <p>English/Language Arts/K-5</p> <p>Houghton-Mifflin Reading/Language Arts, c. 2003</p> <p>Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016 Deluxe Pkg. - California Edition– 0-618-17716-7.</p> <p>Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016 Deluxe Pkg. - California Edition.</p> <p>Reviewed for Adoption 2015-16 Full Implementation 2016-17</p> <p>Date of Adoption: April 21, 2016</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| Mathematics | Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015 Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015 Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015 Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015 Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015 Date of Adoption: May 7, 2015 | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| Science | <p>Science/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level:</p> <p>Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9</p> <p>Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1</p> <p>Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9</p> <p>Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7</p> <p>Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5</p> <p>Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3</p> <p>Date of Adoption: May 17, 2007</p> <p>Harcourt Science K-5, California Edition, c. 2000, Harcourt, Inc. Grade K, ISBN 015-317908-2; 1, 015-317649-0; 2, 015-317651-2; 3, 015-317652-0; 4, 015-317654-7; 5, 015-317655-5</p> <p>Date of Adoption: April 5, 2001</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| History-Social Science | <p>Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>California Reflections, c. 2005, published by Harcourt School Publishers, with the following specific information for each grade level: Kindergarten – California Kindergarten Program, ISBN 015-344135-6 Grade 1 – California Unit Big Book Collection: A Child’s View, ISBN 015-3426543-5 or California Student Edition; A Child’s View, ISBN 015-338498-0 Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9 Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4 Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2 Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0</p> <p>Date of Adoption: May 4, 2006</p> | Yes | 0% |
| Foreign Language | N/A | | |
| Health | N/A | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|---|-------------------------------------|--|
| Visual and Performing Arts | <p>Music/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level:</p> <p>Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649</p> <p>Date of Adoption: May 21, 2007</p> <p>Share the Music, McGraw Hill</p> <p>Date of Adoption: August 19, 1999</p> | Yes | 0% |
| Science Laboratory Equipment (grades 9-12 schools only) | N/A | | |

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,344.38 | \$4,334.00 | \$7,010.59 | \$78,314 |
| District | ♦ | ♦ | \$7,104.28 | \$81,259 |
| Percent Difference: School Site and District | ♦ | ♦ | -1.3 | -3.7 |
| State | ♦ | ♦ | \$7,750 | \$84,577 |
| Percent Difference: School Site and State | ♦ | ♦ | -10.0 | -7.7 |

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

In addition to general funding, Burbank USD receives State and Federal categorical funding for special programs:

- RTI General Education Intervention
- English Language Development Program

Title I, Improving Academic Achievement

Title II, Teacher Quality

Title III, English Learners

Title IV, Student Support

Additionally, Roosevelt Elementary receives gifts from PTA and other organizations in support of the following programs:

- Instrumental Music (3rd-5th Grades)
- Educational Assemblies
- Performing Arts
- Visual Arts

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

| Measure | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Teachers participate in regular professional development opportunities (district training, grade level meetings, staff meetings, data review meetings, RTI planning meetings, special ed team meetings, etc). This year, we are focusing on the continued improvement of our distance learning plan and resources.

Training occurs at scheduled meetings after school and during early release staff collaboration time as well as occasionally via substitute teachers for schoolday collaboration.

Additionally, Roosevelt employs a number of support staff members to assist in staff development including a Curriculum Specialist, an At Risk Intervention Specialist, and a Behavior Specialist.

District Wide Professional Development offered in 2020-2021 focused on utilizing technology to teach in a distance learning model. Modules were prepared for teachers to work through during preschool days with their grade level and subject area colleagues. Topics included:

Setting up a Google Classroom
Developing Instructional Modules
Creating Community in the Digital Environment
Supporting Special Populations
Grading and Assessment
Kami Tutorial
Mote Tutorial
School City Help Tutorial
Using the Google Suite
Flipgrid

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning on of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.3 | 0.3 | 3.0 | 2.7 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 8 | 305 | |
| Expulsions | 0 | 2 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.