

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	Thomas Edison Elementary School
Street	2110 West Chestnut St.
City, State, Zip	Burbank, CA 91506-1520
Phone Number	818-729-0150
Principal	Laura Flosi
E-mail Address	lauraflosi@burbankusd.org
School Website	https://www.burbankusd.org/tees
CDS Code	19- 64337- 6011886

[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.

The Mission of Thomas Edison Elementary School is to provide a positive, safe and nurturing learning environment in which our students will gain a sense of self-worth and confidence, self-direction, skills to access lifelong learning and an appreciation of and respect for others. We are committed to the design and delivery of a high quality educational program in which all students can reach their highest potential in meeting and exceeding, district and state standards according to their individual abilities. We recognize the importance of academic achievement as well as the development of character, problem solving abilities and the enhancement of creative capacity.

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.

The Edison PTA coordinates a wide variety of opportunities for parental involvement through monthly meetings.

For more information contact the school office at 818-729-0150

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.

Each school in the district has developed a comprehensive school safety plan with four components. At Edison Elementary, Component :1 Personal Characteristics of Students and Staff was addressed through the following activities: By educating our students and staff in becoming more tolerant and aware of the various ethnic and cultural backgrounds that both students and staff bring to our school. Positive personal characteristics were highlighted in student of the month recognition.

Component 2 :School's Physical Environment: was addressed through the following: Playground/field renovation was installed with lighting and fencing to ensure school safety. A safe Delivery Program was implemented to ease traffic congestion.

Component 3 :School's Social Environment: was addressed through the following programs or activities: After-School DAZE an after-school program was put into place to provide homework and supervision for latchkey children until 6PM daily.

Component 4 :School's Culture was addressed through the following: Peace Builder activities, classroom lessons on bullying, tolerance and diversity.

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: 6/24/20

This section should be kept to 1-2 paragraphs.

The facility is in Good repair. Normal maintenance and upkeep is being performed. The existing T8 light fixtures were replaced with LED light fixtures. Classrooms 11 through 23 and the corridors serving them received new flooring. No improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the “Facility Inspection Tool” (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

School Facility Good Repair Status (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	Fair	CR6 Broken ceiling tile; CR16 Broken ceiling tile; CR17 Stained ceiling tile; Library Stained ceiling tile; RR near CR2 Paint peeling; RR near CR6 Paint peeling

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR31 Drinking fountain non-operational; CR13 Drinking fountain leak;
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	25	25	24	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	Kindergarten Benchmark Advance Grade K Benchmark 9781512578683 2017 4/21/2016 Deluxe Pkg. - California Edition Grade 1 Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016 Deluxe Pkg. - California Edition Grade 2 Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016 Deluxe Pkg. - California Edition Grade 3 Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016 Deluxe Pkg. - California Edition Grade 4 Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016 Deluxe Pkg. - California Edition Grade 5 Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016 Date of Adoption: April 21, 2016	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	California Science Pupil Edition, Level 1 Houghton Mifflin 978-0-618-68615-5 2007 5/17/2007 Grade 1 California Science Big Book Student Ed. Complete Set Houghton Mifflin 978-0-618- 76737-3 2007 5/17/2007 Grade 2 California Science Pupil Edition, Level 2 Houghton Mifflin 978-0-618-68616-2 2007 5/17/2007 Grade 3 California Science Pupil Edition, Level 3 Houghton Mifflin 978-0-618-68617-9 2007 5/17/2007 Grade 4 California Science Pupil Edition, Level 4 Houghton Mifflin 978-0-618-68618-6 2007 5/17/2007 Grade 5 California Science Pupil Edition, Level 5 Houghton Mifflin 978-0-618-68619-3 2007 5/17 Date of Adoption: May 5, 2001	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	Kindergarten California Reflections Kindergarten Program Harcourt 978-0-153-44135-6 2007 5/4/2006 Grade 1 California Reflections CA Unit Big Book Collection A Child's View Harcourt 978-0- 153-48961-7 2007 5/4/2006 Grade 1 California Reflections Student Edition A Child's View Harcourt 978-0-153-38498-1 2007 5/4/2006 Grade 2 California Reflections CA Unit Big Book Collection People We Know Harcourt 978- 0-153-48967-9 2007 5/4/2006 Grade 2 California Reflections Student Edition People We Know Harcourt 978-0-153-38499-8 2007 5/4/2006 Grade 3 California Reflections Student Edition Our Communities Harcourt 978-0-153-38501-8 2007 5/4/2006 Grade 4 California Reflections Student Edition A Changing State Harcourt 978-0-153-38502-5 2007 5/4/2006 Grade 5 California Reflections Student Edition The U.S: Making a New Nation Harcourt 978-0- 153-38503-2 2007 5/4/2006 Date of Adoption: May 4, 2006	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	Music/K-5: Grade 2 California Spotlight on Music Pupil Edition Audio CD Package Macmillan/McGraw Hill 002-2965513 2008 5/21/2007 Grade 3 California Spotlight on Music Pupil Edition Audio CD Package Macmillan/McGraw Hill 002-2965521 2008 5/21/2007 Grade 4 California Spotlight on Music Pupil Edition Audio CD Package Macmillan/McGraw Hill 002-296553X 2008 5/21/2007 Grade 5 California Spotlight on Music Pupil Edition Audio CD Package Macmillan/McGraw Hill 002-2965548 2008 5/21/2007 Date of Adoption: August 19, 1999	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	\$10,304.63	\$4,334.00	\$5,970.85	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-17.3	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-25.9	-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 Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

Local Control Funding Formula (LCFF)

Interventions

2020 SARC Input Form for Thomas Edison Elementary School

English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)

After School Safety and Enrichment Services (ASES for low income schools)

Educator Effectiveness Grant

Special Education

Title I, Improving Academic Achievement

Title II, Teacher Quality

Title III, English Learners

Title IV, Student Support

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.

Elementary Professional Development

Elementary instructional leadership teams in core curriculum areas and GATE

Elementary assessments/large scale and formative

Standards based grading

Step up to writing

ELA Benchmark

Best practice in math planning

Building Cognitive Rigor
MakerSpace
Curriculum for teachers new to BUSD
Building classroom for maximum growth
Small group math Instruction/Daily 3
Small group grade level planning in site specific content areas
Gifted and talented education
Demonstration lessons in content areas
Induction professional learning communities for new teachers
Induction mentor training

Instructional Technology Professional Development
Training in this area has been in multiple formats:
Group training sessions
Site Staff Development Meetings
½ Day training during the school day
Individual or Small Group sessions per teacher requested appointments
Direct & Supported instruction with students during class time

Instruction was provided on the following topics:
Google Suite for Education
Aeries Gradebook
Aeries Analytics for District Benchmark
All district adopted curriculum software
Outlook
Green Screen Videos
MakerSpace Carts
Breakout EDU
Twitter (utilizing Social Media for professional development)
OneNote
21st Century Classroom Technology install
Integrating technology into current instructional practices

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	0.5	0.0	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	0	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.

