Joaquin Miller Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Joaquin Miller Elementary School
Street	720 East Providencia Ave.
City, State, Zip	Burbank, CA 91501-2409
Phone Number	818-558-5460
Principal	Judy Hession
E-mail Address	judyhession@burbankusd.org
Web Site	www.burbankusd.org
CDS Code	19- 64337- 6011969

District Contact Information	
District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill
E-mail Address	matthill@burbankusd.org
Web Site	www.burbankusd.org

School Description and Mission Statement (School Year 2018-19)

The Joaquin Miller Elementary School staff, in partnership with parents, families, students and community, is committed to building a safe and caring learning environment where students' gifts are celebrated and extended, where each student recognizes they are a valuable, responsible citizen in a diverse global society.

Each and every day we are living our school motto - STRIVING FOR EXCELLENCE!

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	126
Grade 1	120
Grade 2	124
Grade 3	123
Grade 4	125
Grade 5	129
Total Enrollment	747

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	4.6
Filipino	2.0
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.1
White	67.5
Socioeconomically Disadvantaged	49.1
English Learners	36.3
Students with Disabilities	6.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	34	34	700
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

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.

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR California Reflections, c. 2005, published by Harcourt School Publishers, with the following specific information for each grade level: Kindergarten – California Kindergarten Program, ISBN 015-344135-6 Grade 1 – California Unit Big Book Collection: A Child's View, ISBN 015-3426543-5 or California Student Edition; A Child's View, ISBN 015-338498-0 Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9 Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4 Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2 Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0 Date of Adoption: May 4, 2006	Yes	0%
Visual and Performing Arts	Music/K-5: Adopted for Use Beginning 2007-2008. California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level: Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649 Date of Adoption: May 21, 2007 Share the Music, McGraw Hill Date of Adoption: August 19, 1999	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility is in Good repair. Normal maintenance and upkeep is being performed. No other 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. 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 (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 September		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 September	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	71.0	61.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	60.0	46.0	50.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	372	97.64	71.24
Male	191	186	97.38	67.20
Female	190	186	97.89	75.27
Black or African American	--	--	--	--
Asian	14	12	85.71	91.67
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.39	55.74
White	276	270	97.83	71.85
Two or More Races	14	14	100.00	100.00
Socioeconomically Disadvantaged	217	212	97.70	62.26
English Learners	177	169	95.48	66.86
Students with Disabilities	38	37	97.37	24.32

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	376	98.69	59.84
Male	191	187	97.91	60.96
Female	190	189	99.47	58.73
Black or African American	--	--	--	--
Asian	14	13	92.86	76.92
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.39	36.07
White	276	273	98.91	63
Two or More Races	14	14	100	78.57
Socioeconomically Disadvantaged	217	215	99.08	53.95
English Learners	177	174	98.31	54.02
Students with Disabilities	38	36	94.74	19.44

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	20.9	20.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The Miller PTA and Team Jaguar Booster Club coordinates a wide variety of opportunities for parental involvement. These include our Fall Family Picnic and our Spring tile and movie night. They also help to fundraise money for the transportation for the grade level field trips and assemblies as well as for the Grade 5 Outdoor Science School overnight trip and our theatre arts program. Miller parents can choose to volunteer in the classrooms working with students as well as work from home. Parents are invited to attend our PTA, Team Jaguar Booster Club, School Site Council, and/or our English Learner Advisory Committee (ELAC) meetings to learn more about the school and how they can support it as well as to give their input and suggestions. The school has a variety of activities throughout the school year that parents can attend. These include Back to School Night, Open House, parent teacher conferences in November and February/March, our monthly PeaceBuilder assemblies, Costume Day Parade, Holiday Sing-A-Long, jogathon, Dance Festival, awards assemblies, school and class plays, and individual class activities. We welcome the opportunity to work with our parents and we know the importance of working as a team to support our students' success in school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.9	0.5	2.1	1.9	3.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each school in the district has developed a comprehensive school safety plan. At Miller Elementary School the site Safety Committee reviewed and revised the plan on December 7, 2016 to reflect two new goals with multiple objectives and action plans. The plan was approved by the site Safety Committee on January 25, 2017. The first goal focuses on people and programs with an emphasis Anti-Bullying. Specifically, Miller will research and develop a comprehensive anti-bullying program and develop lessons and activities using the district adopted Second Step curriculum. The second goal addresses the physical environment with an emphasis on Miller Elementary School safety procedures, routines, and protocols. Within this goal, we have developed plans for training staff and students on specific emergency scenarios and ensuring that our disaster supplies are organized and up to date.

Additional safety procedures at Miller Elementary include the Safe Delivery Valet Program for keeping our students safe as they arrive and depart from school each day. Miller has a fenced campus that is locked during school hours to maintain security. Parents or other visitors check in at the office for authorization to enter the campus and an authorized adult must sign out students through the office when leaving campus.

https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services
Please visit the website for more information:

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	4		22	1	6		21	2	4	
1	23		5		24		5		24		5	
2	22	1	4		24		5		25		5	
3	29		4		24	1	4		21	1	5	
4	31		3	1	32		3	1	30		4	
5	29	1	1	3	27	1	2	2	27	1	4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,428	$1,703	$8,725	$78,314
District	N/A	N/A	$8,725	$78,314
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$11,619	$79,665
Percent Difference: School Site and State	N/A	N/A	-28.5	-1.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

Local Control Funding Formula (LCFF)
English Learner Maintenance of Effort (MOE)
After School Safety and Enrichment Services (ASES)
Educator Effectiveness Grant
Educational Technology Assistance
Lottery
Special Education
Title I, Title II, Title III

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,457	$49,512
Mid-Range Teacher Salary	$74,344	$77,880
Highest Teacher Salary	$94,972	$96,387
Average Principal Salary (Elementary)	$126,357	$123,139
Average Principal Salary (Middle)	$138,464	$129,919
Average Principal Salary (High)	$153,399	$140,111
Superintendent Salary	$248,230	$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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
Pre-School UnConference
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