

# Ralph Emerson Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

# EMERSON ELEMENTARY

## 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Ralph Emerson Elementary School
<b>Street</b>	720 East Cypress Ave.
<b>City, State, Zip</b>	Burbank, CA 91501-1812
<b>Phone Number</b>	818-729-1200
<b>Principal</b>	Jennifer Almer-Johnson
<b>Email Address</b>	jenniferalmer@burbankusd.org
<b>School Website</b>	<a href="https://www.burbankusd.org/rees">https://www.burbankusd.org/rees</a>
<b>Grade Span</b>	TK-5
<b>County-District-School (CDS) Code</b>	19- 64337- 6011894

### 2024-25 District Contact Information

<b>District Name</b>	Burbank Unified School District
<b>Phone Number</b>	(818) 729-4400
<b>Superintendent</b>	John Paramo, Ed.D.
<b>Email Address</b>	JohnParamo@burbankusd.org
<b>District Website</b>	www.burbankusd.org

### 2024-25 School Description and Mission Statement

Emerson is one of eleven elementary schools in the Burbank Unified School District. We encourage the cooperative involvement of school staff, parents, and students to create the optimum conditions for all students' achievement.

The goals of the school are:

- 1) Our teaching starts with planning units around big ideas and essential questions.
- 2) Our teaching is culturally responsive and joyful.
- 3) Our teaching connects to students' interests and activates passions.

## 2024-25 School Description and Mission Statement

- 4) Our teaching supports rich literacy in all content areas.
- 5) From pre-assessment to summative assessment, we use consistent, varied, and ongoing formative assessment to inform instruction and measure student growth.
- 6) We use improvement science and a model of continuous growth to help all students achieve the highest levels.

Instructional Vision:

During learning, Emerson students engage, collaborate, discover, reflect, and persevere in a joyful community of learners focused on continuous improvement.

In partnership with families and our community, Emerson provides a safe, inclusive, and diverse learning environment. Emerson School focuses on nurturing academically, socially, and emotionally mindful students.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	73
Grade 2	98
Grade 3	94
Grade 4	96
Grade 5	96
Total Enrollment	540

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	5.9
Black or African American	1.9
Filipino	1.9
Hispanic or Latino	15.9
Two or More Races	4.8
White	62.4
English Learners	22.8
Socioeconomically Disadvantaged	33
Students with Disabilities	11.5

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	92.31	504.50	81.40	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.16	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.60	1.72	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.85	20.40	3.30	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	3.85	83.10	13.42	18854.30	6.86
<b>Total Teaching Positions</b>	26.00	100.00	619.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.60	94.27	552.50	88.72	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.10	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.40	1.67	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	2.69	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.40	5.70	39.90	6.41	15831.90	5.67
<b>Total Teaching Positions</b>	26.10	100.00	622.70	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.70	92.23	542.90	87.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.40	0.56	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	5.65	28.60	4.61	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	23.20	3.74	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	2.12	22.50	3.62	14303.80	5.15
<b>Total Teaching Positions</b>	23.50	100.00	620.70	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1.3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	12.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English/Language Arts/K-5  Benchmark Advance English Language Arts, c. 2017  Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016 Deluxe Pkg. - California Edition-- 0-618-17716-7.  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 Deluxe Pkg. - California Edition.  Reviewed for Adoption 2015-16 Full Implementation 2016-17	Yes	0%

	Date of Adoption: April 21, 2016		
<b>Mathematics</b>	<p>Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015</p> <p>Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015</p> <p>Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015</p> <p>Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015</p> <p>Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015</p> <p>Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015</p> <p>Date of Adoption: May 7, 2015</p>	Yes	0%
<b>Science</b>	<p>Adopted for Use Beginning 2023-2024. FOSS Next Generation c. 2018, published by Delta Education, with the following specific information for each grade level: Kindergarten FOSS California Science Kindergarten, ISBN 978-1-62571-444-2 Grade 1 FOSS California Science, ISBN 978-1-62571-445-9 Grade 2 FOSS California Science, ISBN 978-1-62571-446-6 Grade 3 FOSS California Science, ISBN 978-1-62571-375-9 Grade 4 FOSS California Science, ISBN 978-1-62571-447-3 Grade 5 FOSS California Science, ISBN 978-1-62571-448-0 Date of Adoption: June 15, 2023</p>	Yes	0%
<b>History-Social Science</b>	<p>Social Science/Grades K-5 ADOPTED FOR 2022-23 SCHOOL YEAR</p> <p>Social Studies Alive! California Series, c. 2018, published by Teacher's Curriculum Institute Publishers, with the following specific information for each grade level: Kindergarten – Me and My World Program, ISBN 9781583710340 Grade 1 – My School and My Family, ISBN 97815837110890 Grade 2 – My Community, ISBN 9781583710968 Grade 3 – California's Communities, ISBN 9781583714751 Grade 4 – California's Promise, ISBN 9781583714829 Grade 5 – America's Past, ISBN 97815883719947</p>	Yes	0%

	Date of Adoption: May 19, 2022		
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	<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</p> <p>Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622</p> <p>Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630</p> <p>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%

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

## School Facility Conditions and Planned Improvements

The facility is in Good repair. Routine maintenance and upkeep are being performed. No improvement project(s) are scheduled at this time. The District makes great efforts to ensure all 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 the site for immediate correction. To review the complete results of this survey, please visit Administrative Services at the District Administration Building.

**Year and month of the most recent FIT report**

10/30/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			Auditorium: Missing ceiling tiles

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	55	58	56	46	47
<b>Mathematics</b> (grades 3-8 and 11)	52	48	44	43	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	291	278	95.53	4.47	55.40
<b>Female</b>	138	134	97.10	2.90	52.99
<b>Male</b>	153	144	94.12	5.88	57.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	15	15	100.00	0.00	73.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	40	37	92.50	7.50	40.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	34	33	97.06	2.94	75.76
<b>White</b>	191	182	95.29	4.71	54.40
<b>English Learners</b>	53	46	86.79	13.21	19.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	100	94.34	5.66	47.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	30	85.71	14.29	6.67

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	291	285	97.94	2.06	48.42
<b>Female</b>	138	135	97.83	2.17	39.26
<b>Male</b>	153	150	98.04	1.96	56.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	15	15	100.00	0.00	93.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	40	37	92.50	7.50	32.43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	34	33	97.06	2.94	60.61
<b>White</b>	191	189	98.95	1.05	47.09
<b>English Learners</b>	53	53	100.00	0.00	20.75
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	105	99.06	0.94	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	30	85.71	14.29	10.00

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	29.17	41.24	38.97	37.49	30.29	30.73

## 2023-24 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	98	97	98.98	1.02	41.24
Female	48	47	97.92	2.08	38.30
Male	50	50	100.00	0.00	44.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31	7.69	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	68	68	100.00	0.00	39.71
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
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.

## 2023-24 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. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

## 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.

#### 2024-25 Opportunities for Parental Involvement

The Emerson PTA and Emerson's Fundraising Committee coordinate a wide variety of opportunities for parental involvement through monthly meetings, class projects, and school-wide events. Parents are involved in school advisory boards such as the School Site Council and English Learner Advisory Council. Furthermore, Back to School Night and Open House allow families to learn about instruction, educational strategies, class policies, procedures, and student behavior expectations. In addition, the school offers parent education evenings throughout the year to support parents in assisting their children with literacy for all curricular areas and math skills and online programs students have access to, including Houghton Mifflin Go Math!, Benchmark Advanced, and iReady.

##### SCHOOL SITE COUNCIL (SSC)

Parents and teachers work together on the SSC committee to continually improve our school plan and programs by analyzing student data, parent input, and school needs. The committee's written School Plan for Student Achievement guides the programs, curriculum application, and categorical budgeting processes. Parents, teachers, and other school staff serve on this advisory council. The SSC meets at least four times a year, and the meetings are open to the public.

##### ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

ELAC is a committee made up of parents of our English language learners. The purpose of this committee is to provide opportunities for parents of second language learners to give input regarding curriculum and instructional practices as well as our school environment. This vital group provides feedback on academic, budgeting, and intervention suggestions and ideas for topics of interest to be included in meetings. This group meets at least four times a year and is conducted in Spanish and English. The president of our ELAC also represents our voice on the District English Language Advisory Committee.

##### PARENT-TEACHER ASSOCIATION (PTA)

The PTA is vital to the school community, especially the students at Emerson. This active parent group plans and provides events throughout the year that develop the whole child and enrich the student's educational experience. The PTA funds enrichment activities, instructional materials, and special events to extend our students' learning opportunities. Over the years, hard-working parents have dedicated their time and talents to support the PTA program. Meetings are held on the second Thursday of the month.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	556	83	14.9
Female	256	253	31	12.3
Male	308	303	52	17.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	1	2.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	89	22	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	3	11.5
White	353	348	49	14.1
English Learners	141	137	24	17.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	221	216	49	22.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	73	21	28.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.31	0.34	0.35	2.30	3.18	2.68	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.01	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.39	0.00
Male	0.32	0.00
Non-Binary		
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.57	0.00
English Learners	0.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Emerson Elementary School has developed a comprehensive school safety plan with the following desired change log determined by a variety of assessments to drive the People/Place Action Goal:

### Desired Change Log:

The supplies are now in place, but Search and Rescue needs a better workflow. Two people in command should deal with the radio messages from the team members and then communicate them to the Command Center.

### People/Place Action Goal:

By September 2024, a traffic support team consisting of parents and staff will be put in place to increase the flow of ingress and egress, resulting in a 10% decrease in traffic incidents.

By September 2024, Communication with BPD and Crossing Guard to monitor events and incidents around campus.

## 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.

## 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	15	6	1	
1	16	3	2	
2	19	2	3	
3	19	2	3	
4	23	1	3	
5	24	1	4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	3	3	
1	19	2	3	
2	17	2	3	
3	20	2	3	
4	24	1	1	
5	25	1	1	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	1	2	
1	24		3	
2	25		4	
3	24		4	
4	32		2	
5	32		2	

## 2023-24 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
<b>Pupils to Academic Counselor</b>	0

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$14,560.93	\$8,865.49	\$5,695.44	\$99,606
<b>District</b>	N/A	N/A	\$6,681.33	\$93,901
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.9	5.9
<b>State</b>	N/A	N/A	\$10,771	\$97,756
<b>Percent Difference - School Site and State</b>	N/A	N/A	-61.6	1.9

## Fiscal Year 2023-24 Types of Services Funded

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/Supplemental (LCFF)  
Interventions

## Fiscal Year 2023-24 Types of Services Funded

English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)  
 Special Education  
 Title I, Improving Academic Achievement  
 Title II, Teacher Quality  
 Title III, English Learners  
 Title III, Immigrant  
 Title IV, Student Support

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$52,616	\$59,551
<b>Mid-Range Teacher Salary</b>	\$86,050	\$93,855
<b>Highest Teacher Salary</b>	\$109,926	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$150,552	\$151,525
<b>Average Principal Salary (Middle)</b>	\$152,095	\$158,215
<b>Average Principal Salary (High)</b>	\$160,022	\$171,087
<b>Superintendent Salary</b>	\$260,642	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

It is our job to provide for the academic needs of our students during the hours they spend with us physically or virtually at school. By focusing on the educational growth of our students, we hope to see strong growth in reading, math, comprehension, vocabulary, and writing strategies. Alignment of staff development is critical to the success of student achievement and performance:

- Teachers will continue participating in site-based professional development to implement best practice instructional strategies and Diversity, Equity, and Inclusion implementation strategies.
- Teachers will implement best practices from California State Standards to increase student achievement in language arts (Benchmark Universe), math (HMH Go Math!), and a wide variety of supplemental curricula.
- Teachers will continue implementing robust student engagement strategies to increase ALL students' involvement.
- We will continue to utilize certificated teachers to support our instructional program.
- We will continue to support our ELL students with a full-time instructional assistant and a 0.5-day-a-week certificated teacher.
- We will continue providing professional development in GATE strategies that benefit all students.
- Teachers will be given opportunities to attend district professional development.
- Teachers will implement Next Generation Science Standards (NGSS) using STEMScopes science curriculum.
- Teachers will access and implement the newly adopted TCI Social Studies curriculum

At Emerson Elementary School, teachers receive professional development in understanding California State Standards, Benchmark Universe Language Arts Curriculum, STEMScopes science, and Houghton Mifflin Go Math! at the District and site level. Improving student engagement remains a focus, and continued opportunities for training in student engagement strategies are offered during the school year. In addition, effective instructional strategies for Tier 1 classroom support are researched and discussed during staff and grade-level collaborative meetings. Staff will explore diversity, equity, and inclusion training utilizing two site facilitators trained by and with Facing History, who have helped develop site DEI goals.

## Professional Development

During early release Tuesday, once a month, grade-level meetings occur. Teachers meet with grade-level colleagues to discuss student progress and collaborate on effective instructional practices per the district-wide focus goals. Grade-level teams also engage in assessment review meetings to analyze data in depth to discover programmatic trends and specific student needs. Target students and instructional strategies are discussed to ensure student success and achievement.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3