Burbank Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest 	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Burbank Elementary School
Street	222 Burbank Street
City, State, Zip	Hayward, CA. 94541
Phone Number	510 723-3805
Principal	Irma Torres-Fitzsimons
Email Address	itorres-fitzsimons@husd.k12.ca.us
School Website	www.burbank.husd.us
Grade Span	K-6
County-District-School (CDS) Code	Hayward Unified School District

2025-26 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu-Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2025-26 School Description and Mission Statement

Burbank Elementary School is committed to nourishing the progress of every child. Honoring the cultural and linguistic assets in our school community provides the path to equitable outcomes and enduring success. By holding rigorous expectation of ourselves individually and collectively we cultivate and cherish a school environment that fully supports the academic, social emotional, creative and civic learning of all students in our care. We commit to continuous renewal so that we are fully present and prepared to assume collective responsibility for attaining our goals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	108
Grade 2	120
Grade 3	117
Grade 4	113
Grade 5	115
Grade 6	98
Total Enrollment	800

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.1
Asian	5.1
Black or African American	7.9
Filipino	4.3
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	1.9
Two or More Races	4.4
White	2.8
English Learners	39.4
Foster Youth	0.8
Homeless	1.6
Migrant	2
Socioeconomically Disadvantaged	75.3
Students with Disabilities	9.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.7	90.07	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	7.1	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	1	2.84	58.3	5.79	15831.9	5.67
Total Teaching Positions	35.2	100	1007.9	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.4	89.48	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	5.69	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	1.6	4.8	59.5	6.06	14303.8	5.15
Total Teaching Positions	35.1	100	982	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.2	92.81	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	1	2.88	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	4.32	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	0	0	48.3	4.99	13705.8	4.91
Total Teaching Positions	34.7	100	969.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.00	1	1.5
Misassignments	0.50	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	2	1.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	2.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.4	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0

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

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department   developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

School Facility Conditions and Planned Improvements

Age of School Buildings: Burbank Elementary was opened in 2004. This school has forty-one (41) regular classrooms, a multipurpose room, a locker room, a library, and an administration building.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various Modernization and Infrastructures projects throughout HUSD. At Burbank Elementary these projects have included new security enhancements, fencing and exterior painting of the school. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	33	32	34	47	48
Mathematics (grades 3-8 and 11)	25	24	20	21	35	37

2024-25 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
All Students	450	424	94.22	5.78	33.02
Female	211	205	97.16	2.84	38.54
Male	239	219	91.63	8.37	27.85
American Indian or Alaska Native	0	0	0	0	0
Asian	25	24	96.00	4.00	54.17
Black or African American	43	39	90.70	9.30	25.64
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	323	305	94.43	5.57	27.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	71.43
White	12	12	100.00	0.00	50.00
English Learners	173	156	90.17	9.83	7.69
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	331	94.57	5.43	27.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	3.51

2024-25 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
All Students	450	438	97.33	2.67	23.52
Female	211	208	98.58	1.42	23.56
Male	239	230	96.23	3.77	23.48
American Indian or Alaska Native	0	0	0	0	0
Asian	25	24	96.00	4.00	54.17
Black or African American	43	40	93.02	6.98	15.00
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	323	317	98.14	1.86	17.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	12	12	100.00	0.00	50.00
English Learners	173	170	98.27	1.73	6.47
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	340	97.14	2.86	19.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	57	95.00	5.00	5.26

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.75	14.04	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	114	98.28	1.72	14.04
Female	52	52	100.00	0.00	15.38
Male	64	62	96.88	3.12	12.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	8.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	48	48	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	87	97.75	2.25	8.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 Opportunities for Parental Involvement

We welcome families to participate in the life of the school through:
-Volunteering in classrooms or at events
-Attending workshops, family nights, and celebrations
-Joining advisory groups (see below)

Advisory and Leadership Committees, ie: PTA, SSC, ELAC, AASAI, SBDM, and the Community Schools Committee are established for the purpose of coordinating Parent Events such as Evening of the Arts, Creativity Festival, Loteria Night, Ruby Bridges Walk to School Day, Evening of Black Joy, Science Festival, Family Reading Nights, Garden Days, and other like events. Parents will also be recruited for the Safety Committee, and like committees. We have returned to in person events unless otherwise notified for Google Meet meetings. Monthly 2nd Cup of Coffee with the Principals are also held to keep parents informed of up to date protocols and procedures. We continue to look for ways to improve our connection with the Burbank community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	866	845	209	24.7
Female	424	413	108	26.2
Male	442	432	101	23.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	47	7	14.9
Black or African American	75	73	29	39.7
Filipino	38	37	5	13.5
Hispanic or Latino	624	611	153	25.0
Native Hawaiian or Pacific Islander	15	15	5	33.3
Two or More Races	37	36	8	22.2
White	22	22	1	4.5
English Learners	378	366	89	24.3
Foster Youth	--	--	--	--
Homeless	24	21	11	52.4
Socioeconomically Disadvantaged	672	657	178	27.1
Students Receiving Migrant Education Services	16	16	1	6.3
Students with Disabilities	108	107	35	32.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.58	0.35	0.81	4.9	5.4	4.97	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	0.47	0.00
Male	1.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	4.55	0.00
English Learners	0.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.93	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.

2025-26 School Safety Plan

Burbank has the best interest and is fully committed to the safety of all students and staff. The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

The Burbank Safety Committee continues to monitor possible hazards and create policy and procedures to remedy them. In addition, we continue to work diligently to maintain our school in excellent working order. We keep track of concerns and share this information regularly with HUSD departments as necessary.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active Burbank School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff.

Our current Burbank safety plan is updated on a yearly basis.

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.

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	23	1	5	0
1	23	0	5	0
2	19	1	5	0
3	22	1	4	0
4	27	0	3	0
5	27	0	3	0
6	19	1	3	0
Other	27	0	3	0

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	4	1	0
1	24	0	5	0
2	22	0	5	0
3	19	1	5	0
4	24	0	4	0
5	30	0	3	0
6	25	0	4	0
Other	32	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	4	2	
1	22	1	4	
2	24		5	
3	23		5	
4	25	1	2	
5	31		3	
6	26		3	
Other	29		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12599.24	3335.46	9263.78	112890.51
District	N/A	N/A	11,202	$119,254
Percent Difference - School Site and District	N/A	N/A	-18.9	-5.5
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-18.4	8.4

Fiscal Year 2024-25 Types of Services Funded

Title I and the Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, we have updated and expanded the district's technological infrastructure and obtained more computer software and personnel to maintain it. Our Burbank funds are used to provide reading intervention to students, provide access to computer-based literacy programs, like Lexia and Accelerated Reader, and provide professional development for all staff. Being a Dual Language Immersion school, our focus is to also provide Spanish curriculum for our DLI classes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$82,468	$62,783
Mid-Range Teacher Salary	$115,190	$97,783
Highest Teacher Salary	$137,376	$128,020
Average Principal Salary (Elementary)	$170,657	$160,224
Average Principal Salary (Middle)	$186,320	$166,992
Average Principal Salary (High)	$203,092	$180,971
Superintendent Salary	$320,943	$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

Burbank Elementary follows the California Common Core State Standards (CCSS) in all subject areas. These standards define the knowledge and skills students should gain throughout their K–12 education. Grade-level standards are discussed during Meet the Teacher Night and are available on the California Department of Education website at www.cde.ca.gov.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days . The curricular focus of these Professional Development days were around the districts strategic plan which included Deeper Learning, Relationship-Centered Schools, Service Excellence and Operational Sustainability. In addition to three full days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development in site priorities, which include: collaboration around analysis of student literacy assessments, Social Emotional Learning and Equity at Burbank Elementary. Staff continues to engage in our Anti Bias-Anti Racism training, and has been using the cycle of inquiry to focus on writing instruction in the classroom.

Common Core English Language Arts and Mathematics PD continue to be an ongoing training for teaching and learning. This is supported by administration, and grade level teams.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3