

2020 SARC Input Form

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

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

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

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

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

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

School Name	Bret Harte Elementary School
Street	3200 West Jeffries Ave.
City, State, Zip	Burbank, CA 91505
Phone Number	(818) 729-1250
Principal	Martha Walter
E-mail Address	marthawalter@burbankusd.org
School Website	burbankusd.org/bhes
CDS Code	19-6433-76011910

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

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

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

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

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

Bret Harte Elementary school provides an atmosphere that promotes academic success for all of our students. Our partnership with families and the community supports students in academic achievement, social development, and becoming citizens of the community and world.

At Bret Harte Elementary we believe the following:

- Every student has the ability to learn and succeed; we commit to providing a caring nurturing environment for each child in our care.
- Children are more alike than they are different, and that both these similarities and differences must be celebrated.
- Parents are a valuable component in the education of their children. We strive to be partners with parents and encourage daily parent and family participation in their child's education and progress.
- High expectations and consistent assessment of student progress toward meeting standards are essential for every student to do his or her best. We will prepare students to be successful in today's world.

At Bret Harte, our mission is to develop and maximize the basic academic skills, citizenship, personal growth and problem-solving skills of all students by providing a quality instructional program that is accessible to all children, and addresses their individual and diverse needs through shared decision making while meeting state and District guidelines.

Opportunities for Parental Involvement (School Year 2020-21)

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

School year 2020-2021 has found us in Distance Learning, teaching students who remaining home or in day care settings due to the pandemic. While distance teaching and learning has affected the model of instruction and events in which parents can participate, the fundamental ways in which parents can be involved continue.

Parents are an integral and valued part of the Bret Harte school community. There are many ways for parents to engage with teachers during the school day in the education of their child. Back-to-School Night early in the school year is an opportunity for parents to learn from the classroom teacher about classroom schedules, curricular plans, grade level expectations, academic and behavior expectations, and methods for communicating with teachers. At that event, parents are also encouraged to join an email list and receive information and updates on classroom activities, events, and projects from both the teacher and a Room Parent. Parents meet with the teacher at the end of the first trimester to discuss grades, academic progress, and citizenship marks in physical education, personal effort and other areas. While all parents are invited to meet with the teacher first trimester, only parents of students with below grade level performance are invited to meet for 2nd trimester report card conferences. Teachers, though, are happy to meet with any parent regarding academic progress at any time during the school year. At the end of the school year, parents are invited to Open House, to see classroom displays of student projects, assignments, art, and is a showcase of work completed in not only their child's classroom but all classrooms in the school.

Parents are encouraged to join PTA by paying the nominal fee and to be an active participant in Bret Harte's

PTA, which meets monthly. The PTA coordinates a wide variety of opportunities for parental involvement in addition to the monthly meetings, which periodically feature guest speakers on topics of interest to parents of elementary age students, and may feature District staff to provide information on programs and departments. The PTA plans fun and educational activities for the students throughout each school year, including a Book Fair, and the Bee-tique, which allows students to learn lessons of money and spending while being able to buy holiday presents for their families and friends. The PTA conducts fundraisers which fund bus transportation for field trips for each grade level, ensuring that every student has access to meaningful learning opportunities off campus. Additionally, their fundraising supports arts, science and technology instruction at Bret Harte. PTA funds cover the salary of a music consultant to teach music to our Junior Kindergarten, Transitional Kindergarten, Kindergarten and first grade students on a weekly basis. The PTA has also funded three rotations of STEAM classes for every grade level and include hands-on instruction and experiences in gardening, recycling, composting, photography, art, and dance instruction. In distance learning, the PTA provided recorded lessons to students via their virtual classrooms on gardening based on grade level. Art lessons will also be provided virtually by the PTA this year for our distance learning model. PTA meetings are one of many ways that parents connect, even in distance learning in which the PTA meets via zoom; while we don't have in-person PTA fundraisers and events, are an opportunity for parents to volunteer, meet and build friendships with other parents. Parent volunteers also provide models for school involvement. Our Fundraising Committee, also a parent-based organization, is the primary fundraiser for the fifth graders' Outdoor Science School trip. Because of their efforts, every 5th grade student is able to attend the five-day, four night OSS trip regardless of ability to pay.

The PTA is developing a Diversity, Equity and Inclusiveness committee whose goals include promoting knowledge and understanding within the community of respect and inclusion of the wide diversity of students and families who make up our school and community. They are in the planning stages of virtual events to begin conversations within the community.

Parents also are important members of School Site Council, which is responsible for the development of both the School Plan for Student Achievement and for the Safe School Plan. The Principal, teachers, a classified staff member, and parents work together on School Site Council to review achievement data, create strategies, and allot funds to support target groups' academic achievement in the School Plan for Student Achievement. For the Safe School Plan, School Site Council members are responsible for assessing different aspects of school safety. The SSC then creates goals for the coming year which address areas of need in school safety.

Last year parents created a Sustainability Committee. This parent driven committee's goal is to encourage children and families to adopt habits and actions that reduce their impact on the earth by reducing food waste, using sustainable products, and being mindful of our daily practices. Parent outreach and student/school-based activities will be conducted Earth Week and establish a culture of recycling and conservation that will define the culture of the school. With distance learning, the efforts of the Sustainability Committee have been on hold.

[School Safety Plan \(School Year 2020-21\)](#)

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

Bret Harte's School Safety Plan was written with the cooperation and input from the School Site Council. Working with the Principal, the SSC identified the following goals: Provide regular training for all staff, including all classified staff and Yard Supervisors, in current practices for responding to emergencies (natural disaster, intruder on campus, etc.), and

Please see the new Safety Plan as developed and revised annually.

The plan was reviewed by the District's School Climate and Safety Committee, which provided feedback and suggestions about the plan.

[School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

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

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

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

Year and month of the most recent FIT report: 7/20/20

This section should be kept to 1-2 paragraphs.

This facility is in good repair. Normal maintenance and upkeep is being performed. In 2018, a two-story modular 12 classroom building was installed on the site along with a single story 4 classroom modular building with restrooms for the preschool and Children's Center programs. The play area along with the staff parking areas were repaved and a new staff parking area created where relocatable classroom buildings were removed. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building. Work orders generated for repairs at the facility are quickly addressed by Facilities Services and resolved.

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

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Auditorium Broken seat;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	CR5 Evidence of leak on ceiling tile; CR5 light out; CR16 light out; CR21 light out, CR22 light out; CRA light out; CR44 light out; CR55 light out;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR13 Faucet non-operational; CR21 Faucet non-operational; CR22 Faucet non-operational;
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR41 Needs closer; CR41 Door stays open; CR43 Door stays open; CR12 Window broken; CR44 Door stays open; CR46 Needs closer; CR56 Door stays open
Overall Rating:	Good	Work orders were submitted for repairs

Teacher Credentials

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

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	25	25	694
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

Textbooks and Instructional Materials (School Year 2020-21)

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

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

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

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

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

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

This section should be kept to 1-2 paragraphs.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials please visit www.burbankusd.org

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

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

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

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Music/K-5:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level:</p> <p>Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649</p> <p>Date of Adoption: May 21, 2007</p> <p>Share the Music, McGraw Hill</p> <p>Date of Adoption: August 19, 1999</p>	No	0%
Science Laboratory Equipment (grades 9-12 schools only)	N/A		N/A

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

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

Please review and complete the information below as needed.

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,490.26	\$4,334.00	\$6,156.48	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-14.3	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-22.9	-7.7

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

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

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

Types of Services Funded (Fiscal Year 2019-20)

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

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

LCAP funding at Harte is used to provide Response to Intervention services to students identified with learning gaps or failure to make appropriate progress in their grade level work. Two Rtl teachers provide either 1:1 or small group services to students virtually as we are in distance learning. One teacher works primarily with students in Kinder, 1st and 2nd grades building phonics skills and phonemic awareness. The other teacher, beginning in January, will work with 3rd, 4th and 5th grade students who are identified by their teachers as having gaps in their foundational mathematical skills. LCAP provides approximately 700 hours of planning and instruction to students by the two Rtl teachers.

Additionally, Harte received \$7086 in Learning Loss Mitigation funding. This money was also used to fund an Rtl teacher to work with small groups or 1:1 with students in greatest need and provided 158 hours of instruction.

Bret Harte's LCAP allotment of \$44,363 funded the annual iReady license fee. iReady is a language arts program in which students take a diagnostic assessment and then work on their pathway independently. Each trimester students take the diagnostic again to measure growth. Optimal work time per for students to work on iReady independently is 45 minutes a week. iReady additionally provides teachers with teaching tools to target areas of deficit as shown by student work on the lessons; the materials also align with our Language Arts curriculum as they are from the same publisher. The iReady license for 600 students was \$14,000.

Title III funding for Harte for school year 2020-21 was \$3120 with \$428 designated for Parent Education. These funds provided additional small group and designated instruction to our students who are English Learners via virtual lessons. The focus was on students in 2nd - 5th grade who are below grade level in ELA or math. As parents expressed desire for more training to be able to support their child at home in distance learning, the ELD Specialist and Curriculum Specialist collaborated on a video which provides helpful technology tips for parents. This includes how to navigate a Google classroom, submit work, access live instruction, and complete work on line. The video was translated by the ELD Instructional Assistant. A small amount of the funding will support technology (iPads) which were purchased several years ago and are used to provide ELs with activities which support their acquisition of English.

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

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

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

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

Questions that may be answered include:

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

This section should be kept to 1-2 paragraphs.

The primary focus for professional development is the district wide "Explore, Create, and Share" modules that address four main best practice areas for distance and hybrid learning. This began with a grade-level district wide training at the start of the year based on statewide assessment and subgroup results TK-12. The idea is to support students with Tier I supports using best practice instructional strategies. Site based professional development with this focus is continuing at staff meetings and grade level meetings on Fridays. Areas targeted are planning and instruction, designing and maintaining the digital classroom, supporting special populations, and grading and assessment. Site leadership team continues to discuss and identify best practices to bring back to grade level teams. Professional development is delivered via principal, curriculum specialist, and colleagues. District professional development is voluntarily offered via Teachers on Special Assignment in the area of Induction and instructional technology periodically after school.

Topics of on-going PD include: elementary instructional leadership teams in core curriculum areas; working with Gifted and Talented students; strategies for teaching English Learners elementary assessments/large scale and formative; standards based grading; Step Up to Writing integration into Benchmark Advance; best practice in math planning; building cognitive rigor; training teachers new to Burbank on adopted curriculum; small group math Instruction/Daily 3; Induction professional learning communities for new teachers; and effective practices in distance learning.

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:

Site Staff Development Meetings

½ Day training during the school day

Individual or Small Group sessions per teacher requested appointments

Direct & Supported instruction with students during class time

Instruction was provided on the following topics:

Google Suite for Education

Aeries Gradebook

Aeries Analytics for District Benchmark

All district adopted curriculum software

Outlook
Green Screen Videos
MakerSpace Carts
Breakout EDU
Twitter (utilizing Social Media for professional development)
OneNote
21st Century Classroom Technology install
Integrating technology into current instructional practices

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

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

School Completion and Postsecondary Preparation

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

Career Technical Education Programs (School Year 2019-20)

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

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	0.0	3.0	2.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	305	
Expulsions	0	2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.