

# Bret Harte Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Bret Harte Elementary School
<b>Street</b>	3200 West Jeffries Ave.
<b>City, State, Zip</b>	Burbank, CA 91505
<b>Phone Number</b>	(818) 558-5533
<b>Principal</b>	Martha Walter
<b>E-mail Address</b>	marthawalter@burbankusd.org
<b>Web Site</b>	www.burbankusd.org
<b>CDS Code</b>	19-6433-76011910

<b>District Contact Information</b>	
<b>District Name</b>	Burbank Unified School District
<b>Phone Number</b>	(818) 729-4400
<b>Superintendent</b>	Matt Hill
<b>E-mail Address</b>	matthill@burbankusd.org
<b>Web Site</b>	<a href="http://www.burbankusd.org">http://www.burbankusd.org</a>

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

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 in a caring nurturing environment.
- 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 want to be partners with parents and encourage active participation.
- 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.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	88
<b>Grade 1</b>	93
<b>Grade 2</b>	87
<b>Grade 3</b>	83
<b>Grade 4</b>	102
<b>Grade 5</b>	122
<b>Total Enrollment</b>	575

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	3.7
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.0
White	37.7
Socioeconomically Disadvantaged	34.1
English Learners	8.9
Students with Disabilities	6.6
Foster Youth	0.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	29	29	700
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

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

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

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

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

**Year and month in which data were collected:** January 2019

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

Subject	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 4/21/2016Deluxe Pkg. - California Edition– 0-618-17716-7.</p> <p>Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016Deluxe Pkg. - California Edition.</p> <p>Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016Deluxe 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%

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<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>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<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%
<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            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%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

This facility is in Good repair. Normal maintenance and upkeep is being performed. 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 (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

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

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 2018 September</b>	
Overall Rating	Good



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	59.0	60.0	61.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	46.0	53.0	46.0	50.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	301	98.37	59.80
Male	169	165	97.63	52.73
Female	137	136	99.27	68.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	66.67
Hispanic or Latino	147	143	97.28	53.15
White	104	103	99.04	65.05
Two or More Races	22	22	100.00	63.64
Socioeconomically Disadvantaged	112	108	96.43	50.00
English Learners	44	42	95.45	45.24
Students with Disabilities	26	24	92.31	33.33

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	303	99.02	53.14
Male	169	166	98.22	54.22
Female	137	137	100	51.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	75
Hispanic or Latino	147	144	97.96	43.06
White	104	104	100	60.58
Two or More Races	22	22	100	63.64
Socioeconomically Disadvantaged	112	110	98.21	41.82
English Learners	44	44	100	38.64
Students with Disabilities	26	24	92.31	29.17

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

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

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

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

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

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.2	19.2	6.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are an integral and valued part of the Bret Harte school community. There are many ways for parents to engage with teachers and in the school day with 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 2nd trimester, though teachers 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 on display projects, assignments, and 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 Boutique, 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 instruction at Bret Harte. PTA funds cover the salary of a music consultant to teach music to our kindergarten and first grade students on a weekly basis, and the PTA funds a theater program in which every class gets weekly theater instruction. PTA meetings are one way parents connect, and the PTA fundraisers and events are an opportunity for parents to volunteer, meet and connect with other parents, and model school involvement. Our Booster Club, also a parent-based organization, supports many valuable programs at our school. They are the primary fundraiser for the purpose of sending our fifth grade students to Outdoor Science School. The parents of the Booster Club work with the Principal to choose areas of support for students and the school program. Recently, the Boosters have provided the funding for a laptop cart, which is in high demand by classrooms and teachers. The Booster organization has many opportunities for parents to become involved with the planning and execution of fund raising programs, but more importantly, to work with the Principal in distributing funding to worthy and valuable initiatives in the school which provide the greatest impact for students.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.6	0.5	1.0	2.1	1.9	3.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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: Train teachers in First Aid and Search and Rescue procedures; appropriate staff hired to monitor ingress and egress at front door of school during school hours and to provide support to front office staff;

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.

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23		4		24		4		22		4	
<b>1</b>	21	2	2		24		4		23		4	
<b>2</b>	24		4		22		3		22	1	3	
<b>3</b>	26		5		24		5		24		3	
<b>4</b>	29		4		30		4		28		4	
<b>5</b>	33		2	1	31		4		31		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.60	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1.2	N/A

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

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

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

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

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

Safe Routes to School - in the City of Burbank, there have been three primary areas focus for the SR2S project:

- (1) developing programs that promote and encourage walking and bicycling, such as safety education,
- (2) creating new infrastructure that enhances safety for children and pedestrians, such as highly-visible crosswalks,
  1. pedestrian signs, etc., and
- (3) improving existing infrastructure, such as traffic calming or changing intersections to give priority to people rather than vehicle

Harte provides intervention in Reading/Language Arts and Mathematics.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

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

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

**Professional Development (Most Recent Three Years)**

Elementary Professional Development

- Elementary instructional leadership teams in core curriculum areas and GATE
- Elementary assessments/large scale and formative
- Standards based grading
- Step up to writing
- ELA Benchmark
- Best practice in math planning
- Building Cognitive Rigor
- MakerSpace
- Curriculum for teachers new to BUSD
- Building classroom for maximum growth
- Small group math Instruction/Daily 3
- Small group grade level planning in site specific content areas
- Gifted and talented education
- Demonstration lessons in content areas
- Induction professional learning communities for new teachers
- Induction mentor training

Instructional Technology Professional Development

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

Instruction was provided on the following topics:

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