

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 | Magnolia Park School |
| Street | 1915 W Monterey Avenue |
| City, State, Zip | Burbank |
| Phone Number | 8187297650 |
| Principal | David Guyer |
| E-mail Address | DavidGuyer@burbankusd.org |
| School Website | https://www.burbankusd.org/domain/151 |
| CDS Code | 19-64337-1995877 |

[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 | 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.

Magnolia Park School is designed to meet the needs of Special Education students in grades seven through twelve who are having social or behavioral deficits. In a therapeutic environment, the students are taught coping skills while working toward earning their high school diploma. The goal of this program is to help students in a structured setting to meet their unique needs in the least restrictive environment.

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.

Our goal is to expand access and in-person resources with our current community partners to integrate health, mental health and pupil support services opportunities more effectively to pupils and families, as well as strengthen family and community engagement.

Our partners recognize obstacles our students and their families face, and are invested in the “whole-child” approach. They share a common vision with Burbank Magnolia Park School to help students persevere. The Principal and staff maintain consistent communication with the students’ parents via phone calls, email, Blackboard communication or text on a daily/weekly basis. Parents are encouraged and reminded to play an active role in their teen's education by attending meetings and, in some cases, attending class with their teen.

Parents have daily direct access to the School Principal. Parents are welcome to involve themselves in any school projects. We also offer twice a semester a parent meetings on areas of concern such as drugs, alcohol, gangs, bullying and school safety.

Parents may request a visit with prior notice.

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.

Magnolia Park School Safety Plan.

Magnolia Park School is located on the same campus as Monterey High School. They share the same disaster drills and disaster bin. Therefore, the safety plan for Monterey High School takes into consideration and includes Magnolia Park High School.

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.

The facility is in Good repair. Normal maintenance and upkeep is being performed. No improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

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 | CR22 Missing ceiling tile |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|--|--|--|
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | Restroom Faucet non-Operational |
| Safety: Fire Safety, Hazardous Materials | Fair | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| 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 | 2 | 2 | 2 | 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.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|-------------------------------------|--|
| Reading/Language Arts | Grade 9 Elements of Literature 3rd Course Holt, Rinehart, Winston 978-0-030-52062-4 2000 6/3/1999 Grade 9 English Workshop 3rd Course Holt, Rinehart, Winston 978-0-030-97176-1 2000 6/3/1999 Grade 10 Elements of Literature 4th Course Holt, Rinehart, Winston 978-0-030-52063-1 2000 6/3/1999 Grade 11 Elements of Literature 5th Course Holt, Rinehart, Winston 978-0-030-52064-8 2000 6/3/1999 Grade 12 Elements of Literature 6th Course Holt, Rinehart, Winston 978-0-030-52067-9 2000 6/3/1999 | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|---|-------------------------------------|--|
| Mathematics | <p>College Prep Math Math Ideals Pearson 978-0-321-361462 2008</p> <p>Algebra I Algebra I McDougal Littell 978-0-618-72652-3 2008 5/1/2008</p> <p>Geometry Geometry McDougal Littell 978-0-618-81194-6 2007 5/1/2008</p> <p>Algebra II Algebra II McDougal Littell 978-0-618-81181-6 2007 5/1/2008</p> <p>Pre-Calculus Precalculus with Limits, A Graphing Approach Houghton Mifflin Co. 978-0-618-05291-2 2001 Adopted: 2002</p> <p>AP Calculus Calculus, 7th Edition Houghton Mifflin Co. 978-0-618-14918-X 2002 Adopted: 2002</p> <p>Statistics (Year) Understandable Statistics, 9th Ed. Houghton Mifflin Co. 978-0-618-94992-2 2009 Adopted: 7/3/2008</p> <p>AP Statistics The Practice of Statistics, 4th Ed. W. H. Freeman 978-1-42-924559-3 2010 Adopted: 10/4/2012</p> <p>Business Math (12th gr) Mathematics for Business and Personal Finance Glencoe McGraw Hill 978-0-07-880505-9 2010 Adopted: 7/1/2010</p> <p>Statistics (Semester) Elementary Statistics, 11th Ed. Pearson 978-0-13-136123-2 2010 Adopted: 7/1/2010</p> <p>Trigonometry (Semester) Trigonometry, 1st Ed (customized) Pearson 978-0-55-877808-8 2010 Adopted: 7/1/2010</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| | | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| Science | <p>Biology Biology: The Dynamics of Life Glencoe McGraw Hill 978-0-028-28242-8 2000 Adopted: 4/19/2001</p> <p>AP Biology Campbell Biology AP, 9th Ed. Pearson 978-0-13-137504-8 2011 Adopted: 2/3/2011</p> <p>Chemistry World of Chemistry McDougal Littell 978-0-618-56276-3 2007 Adopted: 7/5/2007</p> <p>AP Chemistry Lab Experiments for AP Chemistry Flinn Scientific 978-1-933-709-02-4 2010 Adopted: 2010</p> <p>AP Chemistry Zumdahl, Chemistry, 9th Edition Cengage Learning 978-1-133-61110-3 2014 Adopted:12/19/2013</p> <p>Geo-Science Earth Science McDougal Littell 978-0-618-49938-0 2003 Adopted: 5/6/2004</p> <p>Marine Biology Marine Biology, 6th Edition McGraw-Hill 978-0-073-25836-6 2007 Adopted: 11/18/2004</p> <p>Physics Holt Physics Holt, Rinehart, Winston 978-0-030-56544-1 1999 Adopted: 4/19/2001</p> <p>AP Physics Physics, 5th Edition Prentice Hall 978-01-3061143-7 1998 Adopted: 4/19/2001</p> <p>Anatomy & Physiology Hole's Human Anatomy & Physiology, 11th Edition McGraw-Hill 978-0-07-325699-3 2007</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|---|-------------------------------------|--|
| | <p>Adopted: 7/5/2007</p> <p>Sports Medicine Fundamentals of Anatomy and Physiology, 7th Edition Pearson Education 978-0-131-95644-5 2006</p> <p>Adopted: 7/5/2007</p> <p>Health Glencoe Health Glencoe-McGraw Hill 978-0-07-826326-3 2004 Adopted: 6/2/2005</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>Grade 10 History Modern World History McDougal Littell 978-0-395-93829-5 1999 Adopted: 6/29/2000</p> <p>AP Euro History A History of the Modern World McGraw-Hill 978-0-072-50280-0 2002 Adopted: 7/21/2005</p> <p>Grade 11 History The Americans: Reconstruction through the 20th Century McDougal Littell 978-0-395-89080-2 1999 Adopted 6/29/2000</p> <p>AP US History American Pageant Houghton Mifflin Harcourt 978-0-618-10349-2 2002 Adopted: 6/29/2000</p> <p>Government Magruder's American Government Prentice Hall 978-0-130-50016-8 2006 Adopted: 6/29/200</p> <p>AP Government American Government, 10th Ed. McDougal Littell 978-0-618-56244-2 2006 Adopted: 7/5/2007</p> <p>Economics Economic Principals in Action Prentice Hall 978-0-134-37329-4 2007 Adopted: 7/19/2007</p> <p>AP Economics Principles of Economics, 4th Ed. Thomson 978-0-324-22472-6 2007 Adopted: 7/19/2007</p> <p>AP Economics Principles of Economics, Study Guide Thomson 978-0-324-31902-9 2008</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| | <p>Adopted: 7/19/2007</p> <p>Sociology Sociology: The Study of Human Relationships Holt, Rinehart, Winston 978-0-030-93561-9 2008 Adopted: 7/19/2007</p> <p>Psychology Psychology and You, 3rd Edition Glencoe-McGraw Hill 978-0-314-14090-6 2000 Adopted: 7/19/2007</p> <p>AP Psychology Psychology Worth Publishers, Inc. 978-0-716-70621-2 2004 Adopted: 2006</p> | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| Foreign Language | <p>Spanish Realidades: Student Ed. Level 1 Prentice Hall 978-0-131-01687-3 2004 adopted: 7/17/2003</p> <p>Spanish Realidades: Student Ed. Level 2 Prentice Hall 978-0-130-35951-3 2004 Adopted: 7/17/2003</p> <p>Spanish Realidades: Student Ed. Level 3 Prentice Hall 978-0-130-35968-1 2004 Adopted: 7/17/2003</p> <p>AP Spanish Temas Vista Higher Learning 978-1-61-857244-8 2013 Adopted: 2/6/2014</p> <p>AP Spanish Preparing for the Language and Culture Examination 4th Ed. Pearson Publishing 978-01- 33-23901-0 2013 Adopted: 2/6/2014</p> <p>AP Spanish Lit. Abriendo Puertas McDougal Littell 978-0-618-27260-0 2003 Adopted: 7/17/2003</p> <p>French Bon Voyage! French 1 Glencoe McGraw-Hill 978-0-078-21256-7 2002 Adopted: 7/17/2003</p> <p>French Bon Voyage! French 2 Glencoe McGraw-Hill 978-0-078-21257-4 2002 Adopted: 7/17/2003</p> <p>French Boy Voyage! French 3 Glencoe McGraw-Hill 978-0-078-21258-1 2002 Adopted: 7/17/2003</p> <p>AP French</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|--|-------------------------------------|--|
| | <p>Une Fois pour Toutes Deuxieme Longman, Inc. 978-0-801-30825-3 1992 Adopted: 7/17/2003</p> <p>AP French AP French: Preparing for the Language Exam Addison-Wesley 978-0-673-21847-6 2000 Adopted: 7/17/2003</p> <p>German 1 Kontakte, 6th Ed McGraw-Hill 978-0-07-353533-3 2008 Adopted: 10/4/2012</p> <p>German 2 Na Klar! McGraw-Hill 978-0-07-338633-1 2012 Adopted: 7/18/2013</p> <p>ASL Signing Naturally Level 1 Workbook Dawn Sign Press 978-0-915-03520-5 1993 7/17/2003</p> <p>ASL Signing Naturally Level 2 Workbook Dawn Sign Press 978-0-915-03516-8 1992 7/17/2003</p> <p>ASL Signing Naturally Level 3 Workbook Dawn Sign Press 978-1-581-21035-4 2001 7/17/2003</p> | | |
| Health | <p>Health Glencoe Health Glencoe-McGraw Hill 978-0-07-826326-3 2004 Adopted: 6/2/2005</p> | Yes | 0% |
| Visual and Performing Arts | <p>Tonal Harmony for AP Music Theory Enjoyment of Music Foundations for Superior Performance Essentials for Strings</p> <p>Art In Focus (Mittler) and Abacus to Zeus (Pierce</p> | Yes | 0% |
| Science Laboratory Equipment (grades 9-12 schools only) | | Yes | 0% |

♦ 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 | \$28,530.45 | \$4,334.00 | \$28,530.45 | \$78,314 |
| District | ♦ | ♦ | \$7,104.28 | \$81,259 |
| Percent Difference: School Site and District | ♦ | ♦ | 120.3 | -3.7 |
| State | ♦ | ♦ | \$7,750 | \$84,577 |
| Percent Difference: School Site and State | ♦ | ♦ | 114.6 | -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 assists 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.

In addition to general funding, Burbank Unified School District receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education. Listed below are some of these and other support programs. For more information regarding all services funded please contact the BUSD Fiscal Services department.

Local Control Accountability

English Learner Programs Maintenance of Effort (MOE)

Educational Technology Assistance

Drug/Alcohol/Tobacco Resistance Programs

Tenth Grade Counseling

Career Technical Education

Special Education

Title I, Improving Academic Achievement

Title II, Teacher Quality

Title III, English Learners

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.

.Secondary Professional Development

Middle School Instructional Leadership Teams (quarterly trainings at District Office & monthly on-site PDs delivered by the teams) focusing on the following core topics:

Student centered learning

John Hattie’s Visible Learning

Universal Design for Learning

Teacher Leadership Training

Genius Hour

Formative Assessment and Feedback

Writing Instruction in the Content Areas
Growth Mindset
Project Based Learning
Lesson Design
Kagan Cooperative Learning
Interactive Notebooks/Note-taking Strategies

High School Instructional Leadership Teams (quarterly meetings at site with administrators and monthly whole staff meetings facilitated by ILT members on WASC accreditation topics)

Interventions
Writing Across the Curriculum
Teacher Collaboration and Planning Time
Technology Integration
Positive Behavior Intervention Support

Secondary Content Area Pullout Time for Planning & Data Analysis (Math, English, Social Studies and Science meet monthly by grade to plan and collaborate together)

Induction Training and Workshops (for mentors and new teachers, 8 meetings per year and twice monthly optional workshops) focused on the following topics:

The California Standards for the Teaching Profession
Formative Assessment in Professional Learning
Engagement Strategies/Kagan Cooperative
Social Emotional Learning
Tactical Supports for Special Populations
Questioning Strategies
Parent Communication
Classroom Design
Project and Lesson Design
Cognitive Rigor
Classroom Management
Assessments and Grading
Differentiation

Professional Mentoring (for teachers on plans of improvement, weekly meetings with program coordinator and mentor) on topics as needed.

District Wide Professional Development Offered in the 2016-2017 school years:

UNconference and EdCamp (multi-topic and disciplinary workshops)
Step Up to Writing
Stemscopes (Science)
Kagan Cooperative Learning
College Placement Math (CPM)
NGSS Standards Adoption and Implementation
Get Focused/Stay Focused/Teen Talk
Integrating Arts in the the Common Core era
Harcourt Houghton Mifflin California Collections Adoption Training
Content Area ELD workshops for Math, Science, & Social Studies

These trainings are offered in a variety of formats:

Whole day and half day workshops at the district office and at sites

Short, after school workshops at sites

Saturday and pre-school workday workshops

Summer Institutes

Pull Out collaborations (2-4 hours per session) at sites

Weekly meetings (hour long)

Digital meetups via Google Hangout/Skype

Individually one on one trainings

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.

Each BUSD High School strives to graduate students who are fully capable of making the transition from school to the working world. The school's workforce preparation programs include school-to-work activities through business partnerships in the community, as well as employability and skill-building opportunities through middle and high school classes offered by the District. All Career Technical Education (CTE) courses incorporate the California Career Technical Education Model Curriculum Standards; satisfy the District's graduation requirements, and/or the A-G entrance requirements for the UC/CSU system. CTE classes offered include such courses as animation, digital media, photography, culinary arts, and informational technology. A list of specific CTE courses offered is contained in the District Career Technical Education Guide.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance and counseling from school personnel regarding career paths and courses of study. The District also sponsors an annual College and Career Fair where more than 100 colleges and universities have exhibits along with 30 or more career representatives who share aspects of their chosen field. In addition, the District has created career pathways for students that lead to postsecondary programs at a

variety of community colleges.

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 | 20.7 | 3.7 | 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 | 0 | 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.