

## 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.

<b>School Name</b>	Walt Disney Elementary School
<b>Street</b>	1220 West Orange Grove Ave.
<b>City, State, Zip</b>	Burbank, CA 91506-2016
<b>Phone Number</b>	818-729-0100
<b>Principal</b>	Molly Hwang
<b>E-mail Address</b>	mollyhwang@burbankusd.org
<b>School Website</b>	www.burbankusd.org/wdes
<b>CDS Code</b>	19- 64337- 6011878

### [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.

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

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Walt Disney Elementary School (WDE) is a school located in a suburban community adjacent to the city of Los Angeles. The school was established in 1946 after World War II when the city experienced substantial growth like many other southern California bedroom communities at that time (Clark & McDaniel, 2013) and was referred to as Central Avenue School. In 1969, the school was renamed as Walt Disney Elementary School. At this time the school boasts a student population of 437 students in kindergarten through fifth grade based on district data. In 2013, the school launched the Spanish/English Dual Immersion program in Kindergarten. Currently, it has a Dual Immersion classroom in grades kindergarten through fifth grade. The student population at Walt Disney Elementary School is rich with diversity and we take pride in recognizing and celebrating our differences with events such as Multicultural Night and the Dia De Los Muertos Ball. We also actively seek input by all stakeholders within our diverse community. We believe these varied interests and cultures provide deep learning opportunities for our school's instructional practices and provide a stepping stone for our students to acquire and master 21st century skills. Disney was recognized as a Gold Ribbon Award School in 2016 and as a California Distinguished School in 2009, 2018 and 2020.

The Walt Disney Elementary School's mission is to provide ALL students with a positive and challenging learning environment, which empowers them to become responsible, caring and productive citizens of the world.

### 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.

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Parents play a vital role in the education and safety of our students. WDE believes that parents are their children's first teacher, and their input is invaluable. There are a variety of opportunities to get involved at WDE, which include but are not limited to the following:

#### SCHOOL SITE COUNCIL (SSC)

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

#### ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

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

#### PARENT TEACHER ASSOCIATION (PTA)

The PTA is vital to the school community, especially the students at Disney. This active parent group plans and

provides events throughout the year that develop the whole child and enrich the students' educational experience. The PTA raises money to fund enrichment activities, instructional materials, and special events to extend our students' learning opportunities. Over the years, hard working parents have dedicated their time and talents to support the PTA program. Meetings are held on the second Thursday of the month.

#### DUAL IMMERSION PARENT COMMITTEE (DI PAC)

The Dual Immersion Parent Committee meets four times annually to discuss celebrations and challenges of having a student enrolled in the DI program. The meeting is open to parents from both elementary sites that currently offer a DI Spanish programs: Walt Disney and William McKinley.

#### GIFTED AND TALENTED EDUCATION PARENT COMMITTEE (GATE PAC)

This groups meets once annually at the school site and bi-monthly at the District level. The group offers an opportunity to provide parent education with having a GATE student and to discuss student opportunities.

Parents have many opportunities to be involved at Disney. Examples of some of the opportunities at Disney include the groups mentioned above. While small in number, the group is enthusiastic and eager to add their efforts to enrich programs here at Disney. We have a large pool of parent volunteers who come and work in our classes. Some parents work in classrooms on a regular basis; others volunteer their time on an occasional basis. Either way, their contributions are greatly appreciated. Throughout the year, parents also participate in different functions such as, Welcome Back Picnic, Multicultural Night, Halloween Parade, Dia de los Muertos Ball, Spring Dance, Doughnuts and Dads, Moms and Muffins, Sam and Me Dance, Mother-Son Game Night, Science Family Night, Science Fair Award Night, Mindfulness Family Night, monthly school wide assemblies, holiday grams and Visual Arts . Unfortunately, due to COVID-19, most of these activities have not been able to take place. We are looking forward to a time when it is safer to do so and we gather together in celebration at these events.

#### [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.

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At Disney Elementary:

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

Component 1 "People and Programs" is addressed through the following activities meant to create a caring and connected school climate.

- Educating students and staff on the diverse backgrounds within our school community
- Implementing and emphasizing Positive Behavior Intervention Support tenets at student events and staff parent meetings
- Increasing school contacts with families via phone calls, texts, conferences and monthly newsletters
- Training staff to recognize signs of abuse and violence, suicide prevention, workplace harassment and bullying.

- Including safety suggestions in Monday Memo and at staff meetings
- Logging volunteers hours and recognizing volunteers t end-of-the-year events

Component 2 “School’s Physical Environment” is addressed through the following activities intended to enhance the physical safety at our school.

- Requiring all visitors to sign in/out and at the front office using our Raptor System and wear identifying badges while on campus
- Reviewing emergency procedures with staff and posting updated exit maps in all rooms
- Telephone/Intercom located in each classroom Including safety suggestions at all staff meetings.

\*Review COVID-19 Safety policy and procedures with staff, students and families.

### [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.

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**Year and month of the most recent FIT report:** 6/30/20

This section should be kept to 1-2 paragraphs.

The facility is in Good repair. Normal maintenance and upkeep is being performed. The existing T8 light fixtures were replaced with LED light fixtures.. No 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. 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	CR16 Broken floor tile; CR17 Broken floor tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	CR9 Drinking fountain non-operational; RR near Office Boys Drinking fountain non-operational;
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Good</b>	Work orders were submitted to Facilities Services 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
<b>With Full Credential</b>	19	19	20	694
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	3
<b>Teaching Outside Subject Area of Competence</b> 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
<b>Misassignments of Teachers of English Learners</b> '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
<b>Total Teacher Misassignments</b> '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
<b>Vacant Teacher Positions</b> '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.

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**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 click on the following link to see the list of test books and materials <http://burbankusd.org/index.aspx?page=737>

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
<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  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>Science/K-5:</p> <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>	Yes	0%

Core Curriculum Area	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</p> <p>Date of Adoption: May 4, 2006</p>	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	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	\$11,584.14	\$4,334.00	\$7,250.35	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	2.0	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-6.7	-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.

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

Local Control Funding Formula (LCFF)

Interventions

COVID Learning Loss Mitigation Funds

English Learner Programs Maintenance of Effort (MOE - LCAP Supplemental)

After School Safety and Enrichment Services (ASES for low income schools)

Educator Effectiveness Grant

Educational Technology Assistance

Special Education

Title I, Improving Academic Achievement

Title II, Teacher Quality

Title III, English Learners

Title IV, Student Support

**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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	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.

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  
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 Professional Development Days  
Monthly Site Staff Development Meetings  
Monthly Grade Level Meetings

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 Analytics for District Benchmark  
All district adopted curriculum software  
Outlook  
MakerSpace Carts  
Breakout EDU  
Twitter (utilizing Social Media for professional development)  
OneNote  
21st Century Classroom Technology install  
Integrating technology into current instructional practices  
Google Classroom  
Google Meets and Zoom Training  
Google/Zoom Break out Rooms  
Engagement during Distance Learning

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

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning on of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.

## 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.

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### 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	0.7	0.4	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.