

Magnolia Park School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Magnolia Park School
Street	827 N Avon Street
City, State, Zip	Burbank, CA 91505
Phone Number	818-558-4677
Principal	Ann Brooks
Email Address	annbrooks@burbankusd.org
Website	www.burbankusd.org
County-District-School (CDS) Code	19-64337-1995877

Entity	Contact Information
District Name	Burbank Unified School District
Phone Number	(818) 729-4400
Superintendent	Matt Hill, Ed.D.
Email Address	MattHill@burbankusd.org
Website	www.burbankusd.org

School Description and Mission Statement (School Year 2019-20)

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 a least restrictive environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	4
Grade 11	8
Grade 12	7
Total Enrollment	19

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Filipino	5.3
Hispanic or Latino	42.1
White	52.6
Socioeconomically Disadvantaged	63.2
Students with Disabilities	94.7
Homeless	5.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	3	702
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%
Mathematics	College Prep Math Math Ideals Pearson 978- 0-321-361462 2008 Algebra I Algebra I McDougal Littell 978-0- 618-72652-3 2008 5/1/2008 Geometry Geometry McDougal Littell 978-0- 618-81194-6 2007 5/1/2008 Algebra II Algebra II McDougal Littell 978-0- 618-81181-6 2007 5/1/2008 Pre-Calculus Precalculus with Limits,	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		
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</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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 Adopted: 7/5/2007</p> <p>Sports Medicine Fundamentals of Anatomy and Physiology, 7th Edition Pearson Education 978-0-131-95644-5 2006 Adopted: 7/5/2007</p> <p>Health Glencoe Health Glencoe-McGraw Hill 978-0-07-826326-3 2004 Adopted: 6/2/2005</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Adopted: 7/19/2007</p> <p>Sociology Sociology: The Study of Human Relationships Holt, Rinehart, Winston 978-0-030-93561-9 2008</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>		
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</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Adopted: 7/17/2003</p> <p>French Bon Voyage! French 2 Glencoe McGraw-Hill 978-0-078-21257-4 2002</p> <p>Adopted: 7/17/2003</p> <p>French Boy Voyage! French 3 Glencoe McGraw-Hill 978-0-078-21258-1 2002</p> <p>Adopted: 7/17/2003</p> <p>AP French Une Fois pour Toutes Deuxieme Longman, Inc. 978-0-801-30825-3 1992</p> <p>Adopted: 7/17/2003</p> <p>AP French AP French: Preparing for the Language Exam Addison-Wesley 978-0-673-21847-6 2000</p> <p>Adopted: 7/17/2003</p> <p>German 1 Kontakte, 6th Ed McGraw-Hill 978-0-07-353533-3 2008</p> <p>Adopted: 10/4/2012</p> <p>German 2 Na Klar! McGraw-Hill 978-0-07-338633-1 2012</p> <p>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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Tonal Harmony for AP Music Theory Enjoyment of Music Foundations for Superior Performance Essentials for Strings Art In Focus (Mittler) and Abacus to Zeus (Pierce)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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

Year and month of the most recent FIT report: 12/20/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	evidence of leaks (ceiling) in two classrooms; a District wide roofing maintenance program has been approved by the Board of Education
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	63	65	50	50
Mathematics (grades 3-8 and 11)	--	--	50	51	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

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 2019-20)

Parents may request a visit with prior notice.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	45.5	--	--	3	7.9	6.1	9.7	9.1	9.6
Graduation Rate	54.5	--	--	94.9	82.1	87.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	20.7	3.7	1.9	3.0	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Magnolia Park School Safety Plan

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	2	8			2	9			2	8		
Mathematics	1	1			2	9			2	8		
Science	4	3			3	4			4	2		
Social Science	2	12			3	8			3	7		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28,530.45	\$24,196.67	\$28,530.45	\$78,314
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	120.3	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	116.7	-4.6

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 2018-19)

Special Education

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,457	\$51,374
Mid-Range Teacher Salary	\$74,344	\$80,151
Highest Teacher Salary	\$94,972	\$100,143
Average Principal Salary (Elementary)	\$129,033	\$126,896
Average Principal Salary (Middle)	\$138,725	\$133,668
Average Principal Salary (High)	\$153,399	\$143,746
Superintendent Salary	\$248,230	\$245,810
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

.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
- Stemsopes (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