

Magnolia Park School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Magnolia Park School
Street	1915 W Monterey Avenue
City, State, Zip	Burbank
Phone Number	8187297650
Principal	David Guyer
Email Address	DavidGuyer@burbankusd.org
Website	www.burbankusd.org
County-District-School (CDS) Code	19-64337-1995877

District Contact Information (School Year 2020-2021)

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	wwwburbankusd.org

School Description and Mission Statement (School Year 2020-2021)

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	6
Grade 12	8
Total Enrollment	18

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.6
Filipino	5.6
Hispanic or Latino	33.3
White	50
Socioeconomically Disadvantaged	38.9
Students with Disabilities	100
Homeless	5.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	2	2	694
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Grade 9 English Workshop 3rd Course Holt, Rinehart, Winston 978-0-030-97176-1 2000 6/3/1999</p> <p>Grade 10 Elements of Literature 4th Course Holt, Rinehart, Winston 978-0-030-52063-1 2000 6/3/1999</p> <p>Grade 11 Elements of Literature 5th Course Holt, Rinehart, Winston 978-0-030-52064-8 2000 6/3/1999</p> <p>Grade 12 Elements of Literature 6th Course Holt, Rinehart, Winston 978-0-030-52067-9 2000 6/3/1999</p>		
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)</p>	Yes	0%

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Houghton Mifflin Harcourt 978-0-618-10349-2 2002 Adopted: 6/29/2000 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 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</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>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 Une Fois pour Toutes Deuxieme Longman, Inc. 978-0-801-30825-3 1992 Adopted: 7/17/2003</p> <p>AP French</p>		

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

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

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

System Inspected	Rating	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	
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	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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.

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 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
Dropout Rate	--	--	--	7.9	6.1	3.8	9.1	9.6	9
Graduation Rate	--	--	--	82.1	87.9	90	82.7	83	84.5

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

(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	2.5
Expulsions	0	2	0.1

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.

School Safety Plan (School Year 2020-2021)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	2	9			2	8			2	8		
Mathematics	2	9			2	8			1	8		
Science	3	4			4	2			3	1		
Social Science	3	8			3	7			2	10		

*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 Pupils to Academic Counselor (School Year 2019-2020)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

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	N/A	N/A	\$7,104.28	\$81,259
Percent Difference - School Site and District	N/A	N/A	120.3	-3.7
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	114.6	-7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,831	\$52,484
Mid-Range Teacher Salary	\$76,590	\$81,939
Highest Teacher Salary	\$97,841	\$102,383
Average Principal Salary (Elementary)	\$123,300	\$129,392
Average Principal Salary (Middle)	\$145,239	\$136,831
Average Principal Salary (High)	\$156,467	\$147,493
Superintendent Salary	\$250,892	\$254,706
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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