

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	John Burroughs High School
Street	1920 West Clark Avenue
City, State, Zip	Burbank , CA 91506-1918
Phone Number	818-729-6900
Principal	Deborah Madrigal
E-mail Address	deborahmadrigal@burbankusd.org
School Website	https://www.burbankusd.org/jbhs
CDS Code	19- 64337- 6066724

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

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

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

John Burroughs High School is a recipient of the 2009 California Distinguished School Award. Originally established in 1928 as a junior high school, John Burroughs became a high school in 1948. The entire campus remodeling was completed in summer of 2004 and includes many state of the art facilities and fully air-conditioned classrooms. There are approximately 2730 students attending in grades 9-12, 110 full-time teachers, five administrators, and a support staff of 68, which includes five counselors. One of the features that is unique about John Burroughs and which some believe a major component of its success, is the connection staff members have with the school and community. Several of the teachers and staff live in the City, and 24% graduated from John Burroughs.

John Burroughs High School continues to serve our students with an effective, quality, and comprehensive program. The philosophy continues to be one of providing encouragement and support to assist students to achieve at high levels. Burroughs promotes a college-going culture and consequently many of our top seniors go to the best colleges and universities in the nation. Feedback over the years about our former students in the workplace is consistently positive.

Mission Statement:

John Burroughs High School uses a research-based approach to produce graduates who achieve academic excellence, who are college and career ready, and who make a positive impact on the community

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.

Many opportunities for parental involvement exist at the school. For example, the John Burroughs High School PTA coordinates a wide variety of opportunities for parental involvement. The English Language Advisory Committee, School Site Council, Leadership Committee, and the WASC Focus Groups also need a large number of volunteers. The Vocal Music Association (VMA), and the Instrumental Music Association (IMA) includes a large group of parents and others, which actively help facilitate the program for these award winning performance groups during their competition season. Booster Clubs for the various sports programs including: baseball, cheer squad, and football also provide many opportunities for parent volunteers.

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.

Each school in the district has developed a comprehensive school safety plan with four components.

At Burroughs High School:

Component 1 Personal Characteristics of Students and Staff is addressed through the following activities: By educating our students and staff in becoming more tolerant and aware of the various ethnic and cultural backgrounds that both students and staff bring to our school.

Component 2 School's Physical Environment is addressed through the following: A commitment to enhance the physical safety of our school.

Component 3 School's Social Environment is addressed through the following programs or activities: By fostering a sense of commitment from students, parents, staff, and the community.

Component 4 School's Culture is addressed through providing an inclusive environment that promotes the concept of being included as part of the Burroughs Family encompassing students, staff, parents and community members

Please visit the website for the full safety plan

<https://www.burbankusd.org/files/user/8/file/JBHS%20Safety%20Plan.pdf>

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/17/20

This section should be kept to 1-2 paragraphs.

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

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	CR-145 Float drywall @ corner bead next to door; CR1-145 float drywall @ corner bead next to door; CR6-101 Two lights not working; CR2-113 Drywall not finish on storage room ceiling; CR2-115 Room # missing on hall door; CR2-229 Wall next to door needs to be patched and painted; CR2-228 Stain on ceiling tile. Patch and paint above the white wall board; CR2-201 Patch and paint wall below windows; CR2-225 patch and paint wall next to teacher's desk; CR2-227 Stain on ceiling tile; CR2-202 Stain on ceiling tile; CR2-204 Stain on ceiling tile; CR2-215 Stain on ceiling tile; CR2-209 Stain on ceiling tile; CR 2-212 Patch corner bead next to door; CR2-209 Float corner bead next to door; CR2-310 Stain on ceiling tile; CR2-310 Patch corner bead on chase next to window; CR2-312 Patch and paint wall on door side; CR2-313 Stains on ceiling tiles; CR2-308 Stain on ceiling tile; CR2-308 Patch corner bead next to door; CR2-307 Patch corner bead next to door; CR2-314 Stain on ceiling tiles; CR2-317 Paint chipping on wall at doorway; CR2-303 Stain on ceiling tiles; CR2-325 Stain on ceiling tiles; CR2-302 Stain on ceiling tiles; CR2-301 Stain on ceiling tiles; CR2-327 Stain on ceiling tiles; CR2-329 Stain on ceiling tiles; CR2-209 Stain on ceiling tiles; CR2-208 Stain on ceiling tiles; CR1-211 Stain on ceiling tiles; CR1-213 Stain on ceiling tiles; CR1-220 Stain on ceiling tiles; CR1-221 Stain on ceiling tiles; CR1-222 Stain on ceiling tiles; CR1-228 Stain on ceiling tiles in science office #7; CR1-233 Stain on ceiling tiles; CR8-101 Stain on ceiling tiles; CR8-102 Stain on ceiling tiles; CR9-103 stains on ceiling tile; CR9-104 Stain on ceiling tiles; CR9-105 Stain on ceiling tiles; CR9-106 ceiling tile hanging down; CR9-106 stains on ceiling tiles;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR6-101 stain on ceiling tile; CR6-207 stain on ceiling tile;

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	CR1-154 GFI outlet cover missing; CR1-153 GFI outlet cover missing; CR1-149 GFI outlet cover missing. CR-146 two lights not working; CR1-142 outlet cover missing; CR1-140 outlet covers missing; CR6-201 Three lights not working; CR6-203 Light not working; CR6-204 Two lights not working; CR 6-207 Two lights not working; Girl's Locker Room Four lights not working in shower area; Boy's Team Room Four light covers missing; CR2-108 Light not working; CR2-307 Cover plate missing on J-box; CR2-306 Light not working; CR2-238 Light not working; CR2-329 Light not working; CR1-215 Light not working; CR1-216 Light not working; CR1-217 Light not working; CR1-222 Light not working; CR1-228 large holes in ceiling tiles; CR8-105 Two lights not working;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	CR5-116 Missing ceiling tile; CR5-120 Stains on ceiling tiles; CR4-118 ceiling tile hanging down; CR4-117 Stain on ceiling tile; Weight Room ceiling tile missing in hall walkway; CR2-113 Stains on ceiling tiles; CR2-107 Stain on ceiling tile; CR2-106 stain on ceiling tile; CR2-102 stain on ceiling tile; CR2-104 hole in ceiling tile; CR2-104 Stains on ceiling tiles in kitchen area; CR2-121 Light not working over door; CR2-227 Stain on ceiling tile; CR2-202 Stain on ceiling tile; CR1-207 Crack on ceiling tile; CR1-223 hole in ceiling tile; CR9-103 hole in ceiling tile; CR1-223 ceiling tiles hanging; CR9-105 hole in ceiling tile;
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR1-154 Door stays open; CR1-147 Door stays open; CR9-106 Door sticks
Overall Rating:	Good	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
With Full Credential	109	107	102	694
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	2	1	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	1
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2021

This section should be kept to 1-2 paragraphs.

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

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/High School:</p> <p>Grade 9 California Collections Houghton Mifflin Harcourt 9780544607101 2017 Edition Adopted 3/2/2017</p> <p>Grade 10 California Collections Houghton Mifflin Harcourt 9780544607118 2017 Edition Adopted 3/2/2017</p> <p>Grade 11 California Collections Houghton Mifflin Harcourt 9780544607125 2017Edition Adopted 3/2/2017</p> <p>Grade 12 California Collections Houghton Mifflin Harcourt 9780544607132 2017 Edition Adopted 3/2/2017</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Mathematics/9-12</p> <p>PILOT FOR 2015-2016</p> <p>College Prep Math c. 2013</p> <p>Algebra: Core Connections Algebra, ISBN:1603281508</p> <p>Geometry: Core Connections Geometry, ISBN:1603282352</p> <p>Algebra II: Core Connections Algebra 2, ISBN:1603251317</p> <p>Pre-Calculus: Pre-Calculus with Trigonometry, 1603282963</p> <p>*****</p> <p>*****</p> <p>Calculus Seventh Edition, by Ron Larson, Robert P. Hostetler, Bruce H. Edwards, Houghton Mifflin Company, c. 2002. ISBN 0-618-14918-X.</p> <p>The Practice of Statistics, TI-83 Graphing Calculator Enhanced, by Daniel Yates, David Moore, George McCabe, W.H. Freeman and Company, c. 1999. ISBN 0-7167-3370-6. Date of Adoption: June 6, 2002</p> <p>Mathematical Ideas, Tenth Edition, by Charles D. Miller, Vern E. Heeren, John Hornsby, and Margaret L. Morrow and Jill Van Newenhizen, Pearson Addison Wesley, ISBN 0-321-16808-9. Date of Adoption: October 20, 2005</p> <p>Understandable Statistics, 9th Edition, by Brase, Charles and Brase, Corrinne c. 2009, published by the Houghton Mifflin Company, ISBN 0-618-98692-8. Date of Adoption: July 3, 2008</p>	<p>Yes</p>	<p>0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Science/9-12: Anatomy and Physiology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Hole’s Human Anatomy & Physiology, Eleventh Edition, by David N. Shier, Jackie L. Butler, and Ricki Lewis, published by The McGraw-Hill Companies, c. 2007, ISBN 0-07-325699-4.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry Textbook Adopted for Use Beginning 2007-2008:</p> <p>World of Chemistry, by Zumdahl and Zumdahl, published by McDougal Littell, c. 2007. ISBN-10: 0-618-56276-1. ISBN-13: 978-0-618-56276-3</p> <p>Date of Adoption: July 5, 2007</p> <p>Sports Medicine Textbook Adopted for Use Beginning 2007-2008:</p> <p>Fundamentals of Anatomy and Physiology, Seventh Edition, by Frederic H. Martini, published by Pearson Education, Inc., c. 2006, Student Edition ISBN 0-13-195644-2.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry: Modern Chemistry, Holt, Rinehart and Winston, c. 1999, ISBN # 0-03-051122-4</p> <p>Biology: Biology, The Dynamics of Life, Glencoe McGraw Hill, c. 2000, ISBN #0-02-828242-6</p> <p>AP Biology: Biology, Solomon, Berg, Martin, 5th Edition, Harcourt Brace College Publishers c. 1999, ISBN #0-03-022299-0</p> <p>Physics: Holt Physics, R. A. Serway and J.S. Faughn, Holt, Rinehart and Winston, Austin Texas (c. 1999) ISBN #0-03-050597-6</p> <p>AP Physics: Physics, 5th Edition, D.C. Giancoli, Prentice Hall, Upper Saddle River, New Jersey (c.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>1998), ISBN #0-13-611971-9</p> <p>Date of Adoption: April 19, 2001</p> <p>Geo-Science:</p> <p>Earth Science by Nancy E. Spaulding and Samuel N. Namowitz, McDougal Littell, c. 2003, Student Edition ISBN 0-618-11550-1.</p> <p>Earth Science, by Leonard Bernstein, Martin Schachter, Alan Winkler, Stanley Wolfe, Pearson Education, Inc., publishing as Globe Fearon, c. 2003, Student Edition ISBN 0-130-23815-5. (This textbook is used for Special Education and SDAIE.)</p> <p>Date of Adoption: May 6, 2004</p> <p>Marine Biology/Grades 11-12</p> <p>Marine Biology, fourth edition by Peter Castro and Michael E. Huber published by McGraw-Hill Higher Education, copyright 2003, Student Edition ISBN 0-07-285290-9.</p> <p>A recent revision of the Marine Biology textbook was made to ISBN 0-07-285290-9 by Glencoe Publishing to include online information which requires an ISBN change. In the future, the revised ISBN is 07-07-293725-4.</p> <p>Date of Adoption: November 18, 2004</p> <p>Physical Science (for 2001-2002 only): Exploring Physical Science, Prentice Hall, Inc., c. 1999, ISBN #0-13-435872-4</p> <p>Date of Adoption: April 19, 2001</p> <p>AP Biology Campbell Biology AP, 9th Ed., Pearson 978-0-13-137504-8 2011 Date of Adoption: 2/3/2011</p> <p>AP Chemistry Lab Experiments for AP Chemistry Flinn Scientific 978-1-933-709-02-4 2010</p>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Adopted: 2010 Zumdahl, Chemistry, 9th Edition Cengage Learning 978-1-133-61110-3 2014 Date of Adoption: 12/19/2013		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Social Science/Grades 10-12:</p> <p>Economics Textbook Adopted for Use Beginning 2007-2008:</p> <p>Principles of Economics, Fourth Edition, by N. Gregory Mankiw, published by Thomson, c. 2007, ISBN: 9780324224726.</p> <p>Date of Adoption: July 19, 2007</p> <p>AP Government Textbook Adopted for Use Beginning 2007-2008:</p> <p>American Government, Tenth Edition, by James Q. Wilson and John J. DiIulio, Jr. , published by McDougal Littell, c. 2006, ISBN 978-0-618-56244-2.</p> <p>Date of Adoption: July 5, 2007</p> <p>Psychology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Psychology and You, Third Edition, by McMahon and Romano, published by Glencoe/McGraw Hill, ISBN 0314140905.</p> <p>Date of Adoption: July 19, 2007</p> <p>Sociology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Sociology: The Study of Human Relationships, c. 2008, published by Holt, Rinehart and Winston, ISBN 0030939542.</p> <p>Date of Adoption: July 19, 2007</p> <p>Tenth grade textbook: Modern World History, by Beck, Black, Kreiger, Maylor and Shabaka, c. 1999, published by McDougal Littell. ISBN: 0-395-93829-5; Eleventh grade textbook: The Americans: Reconstruction through the 20th Century, by Danzer, Alva, Krieger, Wilson and Woloch, c. 1999, published by McDougal Littell.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>ISBN: 0-395-89080-2 Twelfth grade government textbook: Magruder’s American Government, published by Prentice Hall. ISBN for American Government: 0-13-050016-X. Twelfth grade economics textbook: Economics Principles in Action, published by Prentice Hall/Budget Text. ISBN for Economics Principles in Action: 0-13-437329-4.</p> <p>Date of Adoption: June 29, 2000</p> <p>AP European History:</p> <p>A History of the Modern World, Ninth Edition, by R.R. Palmer, Joel Colton, and Lloyd Kramer, published by McGraw-Hill, c. 2002, Student Edition, ISBN 0-07-231655-1. (Due to miscommunication from McGraw-Hill after Board approval, we had to purchase another ISBN as the approved ISBN textbooks were not sufficiently in stock for our needs. What we ordered was 0-07-250280-0 – identical in every way except it comes with some sort of a power package. A correcting memo is going to be sent to the Board.)</p> <p>Date of Adoption: July 21, 2005</p>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>Foreign Language/ Grades 9-12:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level 1, ISBN 0-13-101687-3. Student Edition Level 2, ISBN 0-13-035951-3. Student Edition Level 3, ISBN 0-13-035968-8</p> <p>AP Spanish Language:</p> <p>Triangulo, by Barbara Botski and John McMullen, Wayside Publishing, c. 2000, Student Edition ISBN 1-877653-74-8</p> <p>Preparing for the Language Examination, Second Edition, by Jose M. Diaz, Margarita Leicher-Prieto, Glen J. Nadelbach, Addison-Wesley Publishing Company, Prentice Hall c. 1996, 1989, Student Text, ISBN # 0-8013-1531-X.</p> <p>Conexiones, Prentice Hall, c. 2002, Student Edition, ISBN 0-13-097880-9</p> <p>Spanish 3rd Year, by Nassi Levy, published by AMSCO, c. 1989, Student Edition, ISBN 0-87720-537-X</p> <p>Spanish for Native Speakers:</p> <p>Nuevas Vistas, by Jose Antonio Cerna-Bazan, Alejandro Cortazar, Maria Soledad Diaz, Jabier Elorrieta, Karin Fajardo, Salvador Fajardo, Rolando Hinojosa-Smith, Richard Lindley, Beatriz, Malo Pojman, Marcia Tugendhat, Holt, Rinehart and Winston, c. 2003, Student Edition 1, ISBN 0-03-055213-3, Student Edition 2, ISBN 0-03-052712-0</p> <p>AP Spanish Literature:</p> <p>Abriendo Puertas, McDougal Littell, c. 2003, Student Edition, ISBN 0618272607</p> <p>French:</p> <p>Bon voyage! by Conrad J. Schmitt and Katia Brillie Lutz, Glencoe McGraw-Hill, c. 2002, Student Edition, Level 1, ISBN 0-07-821256-1, Student Edition, Level 2, ISBN 0-07-821257-X, Student Edition, Level 3, ISBN 0-07-821258-8</p> <p>AP French (level four):</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>1) Une Fois pour Toutes Deuxieme Edition by Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst, Longman, c. 1992, ISBN 0-8013-0825-9-78893</p> <p>2) Advanced Placement French by Richard Ladd, Pearson Education, c. 2000, ISBN 0673218473 Date of Adoption: July 17, 2003</p> <p>German 1 Kontakte, 6th Ed McGraw-Hill 978-0-07-353533-3 2008 Date of Adoption: 10/4/2012</p> <p>German 2 Na Klar! McGraw-Hill 978-0-07-338633-1 2012 Date of Adoption: 7/18/2013</p>		
Health	<p>Health/9th Grade</p> <p>Glencoe Health, by Mary H. Bronson, Ph.D., and Don Merki, Ph.D., published by Glencoe-McGraw Hill, c. 2005, Student Edition, ISBN 0-07-861211X.</p> <p>Date of Adoption: June 2, 2005</p>	Yes	0%
Visual and Performing Arts	<p>"Video: Digital Communication & Production" by Jim Stinson</p> <p>"Broadway: The American Musical"</p>	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	<p>All students have access to laboratory equipment in their lab classes including earth science, physical science, and life science laboratories.</p>	Yes	0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,303.39	\$4,334.00	\$6,969.60	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-1.9	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-10.6	-7.7

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and 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 School District receives State and Federal categorical funding for special programs. For the school year, 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.

Interventions

English Learner MOE - LCAP Supplemental

Educational Technology Assistance

Drug/Alcohol/Tobacco Resistance Programs

Gifted and Talented Program

Tenth Grade Counseling

Career Technical Education Pathways

Special Education

Vocational & Career Tech Education

Burbank Family Services Agency Counseling

Title II, Teacher Quality

Title III, English Learners

Title IV, Academic 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
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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
Professional Learning Communities

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

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

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

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

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

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

These trainings are offered in a variety of formats:

Whole day and half day workshops at the district office and at sites
Short, after school workshops at sites
Saturday and pre-school workday workshops
Summer Institutes
Pull Out collaborations (2-4 hours per session) at sites
Weekly meetings (hour long)

Digital meetups via Google Hangout/Skype
Individually one on one trainings

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.

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 or local Community Colleges. 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 animal care, animation, engines, business, computer application, construction, digital applications, Fire and Law Enforcement, photography, marketing, and other technology classes. A list of specific CTE courses offered is contained in the District Career Technical Education Guide <https://www.burbankusd.org/CTE>.

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 university 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 post secondary programs at a variety of community colleges through the College and Career Pathways Partnership program with the Los Angeles Community College District (LACCD).

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	3.0	3.4	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	47	305	
Expulsions	1	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.