

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	Burbank USD Community Day
Street	223 East Santa Anita Ave.
City, State, Zip	Burbank , CA 91502
Phone Number	818-729-7600
Principal	Frank Fuentes
E-mail Address	FrankFuentes@burbankusd.org
School Website	https://www.burbankusd.org/CDS
CDS Code	19- 64337- 1996230

[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.

Burbank Community Day School (BCDS) provides a positive, nurturing classroom environment that is designed to meet the needs of students in grades 7-12 who are having difficulties with behavior, attendance, and/or grades, or breached the Burbank Unified District Code of Conduct. The curriculum is aligned with that of the District's comprehensive Middle and High Schools and is based on the District and State adopted content standards.

Our school wide purpose is to support optimal student achievement both academically and behaviorally, by utilizing a proactive systems approach for creating and maintaining a safe and effective learning environment based on PBIS methodology. A positive learning environment is achieved by teaching expected behaviors, creating student behavioral and academic support systems, and applying data-based decision-making to discipline, academics, and social/emotional learning. Staff teach, model, and coach students to respect, demonstrate integrity, support one another and show empathy. This is why our school slogan represents our school's values: "We R.I.S.E. Up!" Respect, Integrity, Support and Empathy.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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

Our partners recognize obstacles our students and their families face, and are invested in the "whole-child" approach. They share a common vision with Burbank Community Day School to help students persevere. The BCDS 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.

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.

35294.1 (b)(1)...the school site council (SSC) ...shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

35294.1 (2) The SSC may delegate this responsibility to a school safety planning committee...

35294.2 (a) The school safety plan shall include, but not necessarily be limited to, the following:

(1) Assessing the current status of school crime

(2) Identifying appropriate programs and strategies that provide school safety...and

address the school's procedures for complying with laws on school safety:

- Child Abuse Reporting
- Disaster Response (SEMS)
- Suspension & Expulsion
- Notifying Teachers of Dangerous Pupils
- Sexual Harassment
- Dress Code
- Safe Ingress & Egress
- ENSURING A SAFE & ORDERLY ENVIRONMENT (daily student searches and monthly searches by drug dogs)
- Discipline
- Compliance with SDFSC principles
- Hate crime and Harassment policies & procedures

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: 6/24/20

This section should be kept to 1-2 paragraphs.

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

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

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

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

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

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CR1 Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR2 Crickets
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	CR5 Broken ceiling tiles
Structural: Structural Damage, Roofs	Fair	CR4 Roof needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR2 Front door rubbing

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Overall Rating:	Good	Work orders were submitted for repairs

Teacher Credentials

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

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	4	694
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

Textbooks and Instructional Materials (School Year 2020-21)

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

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

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

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

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

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

This section should be kept to 1-2 paragraphs.

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.

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/Middle 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 2017 Edition Adopted 3/2/2017</p> <p>Grade 12 California Collections Houghton Mifflin Harcourt 9780544607132 2017 Edition Adopted 3/2/2017</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
Mathematics	<p>Mathematics/9-12</p> <p>Geometry, Tools for a Changing World, by Laurie E. Bass, Basia Rinesmith Hall, Art Johnson, Ed.D., Dorothy F. Wood, Contributing Author, Simone W. Bess, Ed.D., Prentice Hall, c. 1998, ISBN 0-13-416785-6.</p> <p>Algebra, Tools for a Changing World, by Allan Bellman, Sadie Chavis Bragg, Ed.D. Suzanne H. Chapin, Ed.D., Theodore J. Gardella, Bettye C. Hall, William G. Handlin, Sr., Edward Manfre, Prentice Hall, c. 1998. ISBN 0-13-414384-1.</p> <p>Advanced Algebra, Tools for a Changing World, by Allan Bellman, Sadie Chavis Bragg, Ed.D. Suzanne H. Chapin, Ed.D., Theodore J. Gardella, Bettye C. Hall, William G. Handlin, Sr., Edward Manfre, Prentice Hall, c. 1998. ISBN 0-13-419011-4.</p> <p>Date of Adoption: August 5, 1999</p> <p>Precalculus with Limits, A Graphing Approach Third Edition, by Ron Larson, Robert P. Hostetler, Bruce H. Edwards, Houghton Mifflin Company, c. 2001. Instructor’s Edition ISBN 0-618-06658-6. Student Edition ISBN 0-618-05291-7.</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.</p> <p>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.</p> <p>Date of Adoption: October 20, 2005</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
	<p>Adopted for Use Beginning 2008-2009.</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>Adopted for Use Beginning 2008-2009. All published by McDougal Littell: Grade 6 -- CA Middle School Math Course 1 c. 2008, ISBN 9780618726509 Grade 7 -- CA Middle School Math Course 2 c. 2008 ISBN 9780618726516 Algebra I -- Algebra 1 c. 2008 for California ISBN 9780618726523 Geometry -- Geometry c. 2007 for California ISBN 9780618811946 Algebra II -- Algebra 2 c. 2007 for California ISBN 9780618811816 Algebra Readiness -- Algebra Readiness c. 2008 for California ISBN 9780618900848</p> <p>Date of Adoption: May 1, 2008</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/Grade 7: All are California editions: Adopted for Use Beginning 2007-2008.</p> <p>McDougal Littell Science c. 2006, published by McDougal Littell, with the following specific information for each grade level:</p> <p>Grade 7 – McDougal Littell Science: Focus on Life Sciences California Pupil Edition, ISBN 978-0-618-64095-9 Grade 8 – McDougal Littell Science: Focus on Physical Sciences California Pupil Edition, ISBN 978-0-618-64096-6</p> <p>Date of Adoption: May 17, 2007</p> <p>Vol. 1 Science Voyages, Earth Science, Glencoe McGraw Hill, c. 2001, ISBN #0-07-823987-7 Vol 2 Science Voyages, Life & Physical Sciences (Ecology & Energy), Glencoe McGraw Hill c. 2001, ISBN #0-07-823980-X</p> <p>Science/Grades 7 & 8: All are California editions:</p> <p>Grade 7: Science & Technology, Physical Science, Holt, Rinehart and Winston, c. 2001, ISBN #0-03-055797-6 Grade 8: Science & Technology, Life Science, Holt, Rinehart and Winston, c. 2001, ISBN #0-03-055639-2</p> <p>Science & Technology, Class Set, Human Body, System & Health, Holt, Rinehart and Winston, c. 2000, ISBN #0-03-064779-7</p> <p>Date of Adoption: April 19, 2001</p> <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</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>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. 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</p>		

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

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 7-8 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>Holt California Social Studies, c. 2005, published by Holt, Rinehart and Winston, with the following specific information for each grade level:</p> <p>Grade 7 – World History: Medieval to Early Modern Times, ISBN 0-03-073399-5 Grade 8 – United States History: Independence to 1914, ISBN 0-03-041228-5</p> <p>Date of Adoption: May 4, 2006</p> <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</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
	<p>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. 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 7-8:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level A, ISBN 0-13-035966-1 and Student Edition Level B, ISBN 0-13-035967-X</p> <p>Date of Adoption: July 17, 2003</p> <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,</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
	<p>Student Edition, ISBN 0618272607</p> <p>French: 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> <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</p> <p>Date of Adoption: July 17, 2003</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	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	N/A	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	\$44,803.07	\$4,334.00	\$40,469.29	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	140.3	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	135.7	-7.7

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

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

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

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

In addition to general funding, Burbank Unified 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.

Economic Impact Aid/English Learner Programs (Maintenance of Effort)

Educational Technology Assistance

Drug/Alcohol/Tobacco Resistance Programs

Counseling

Special Education

Vocational & Career Tech Education

Title I

Title II, Teacher Quality

Title III, English Learners

Career Tech Education (Perkins Funding)

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

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

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

The California Standards for the Teaching Profession

Formative Assessment in Professional Learning

Engagement Strategies/Kagan Cooperative

Social Emotional Learning

Tactical Supports for Special Populations

Questioning Strategies

Parent Communication

Classroom Design

Project and Lesson Design

Cognitive Rigor

Classroom Management

Assessments and Grading

Differentiation

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

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

UNconference and EdCamp (multi-topic and disciplinary workshops)

Step Up to Writing

Stemscopes (Science)

Kagan Cooperative Learning

College Placement Math (CPM)

NGSS Standards Adoption and Implementation

Get Focused/Stay Focused/Teen Talk

Integrating Arts in the the Common Core era

Harcourt Houghton Mifflin California Collections Adoption Training

Content Area ELD workshops for Math, Science, & Social Studies

These trainings are offered in a variety of formats:

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

Short, after school workshops at sites

Saturday and pre-school workday workshops

Summer Institutes

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

Weekly meetings (hour long)

Digital meetups via Google Hangout/Skype

Individually one on one trainings

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

The District strives to graduate students who are fully capable of making the transition from school to the working world. Each BUSD High 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 the Regional Occupational Program (ROP). 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, automotives, 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.

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	48.3	42.1	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	18	305	
Expulsions	0	2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.