

## 2020 SARC Input Form

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

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

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

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

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

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

<b>School Name</b>	Monterey High School
<b>Street</b>	1915 Monterey Avenue
<b>City, State, Zip</b>	Burbank, CA 91506
<b>Phone Number</b>	818-729-5900
<b>Principal</b>	David Guyer
<b>E-mail Address</b>	davidguyer@burbankusd.org
<b>School Website</b>	burbankusd.org/mhs
<b>CDS Code</b>	19643371933332

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

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

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

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

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

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Monterey High School is the continuation high school for Burbank Unified School District. It is an alternative education program for students over the age of 16 years who are typically behind in credits toward graduation or need a smaller more personal learning environment. It is the belief of the Monterey High School staff that all students have value and are entitled to a Second Chance for Success. The mission statement for Monterey High School: At Monterey High School we provide students with an opportunity to discover a love for learning, to build academic confidence, to earn their high school diploma, and to obtain the tools to achieve post high school goals. The vision statement for Monterey High School: Monterey High School will be an exemplary alternative learning community whose students are prepared to be productive in an interconnected and changing world.

Monterey High School offers a parenting program for pregnant teens and parenting teens in which the students complete their requirements for high school graduation and has childcare provided on campus, allowing teen parents the opportunity to learn age appropriate parenting skills. The school offers students a variety of electives which include film studies, nutrition, psychology, criminal justice, just to name a few. The average school population at any one time is 150 students. Class size averages 20 students per teacher, allowing students to receive one-on-one and small group instruction. Other academic counseling, discipline and guidance services are provided through the principal and assistant principal, a school psychologist, and community-based counselors on campus.

### **Opportunities for Parental Involvement (School Year 2020-21)**

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

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Parents are provided with opportunities to visit the school during Back to School Night and Open House. Parents may also request a visit with prior notice. Parents are encouraged to participate on the School Site Council which holds meetings bi-annually. A safety committee, with parent representation, reviews the school's safety plan and makes recommendations for staff to follow up about. The School Site Council participates in the actions taken by staff and students to meet WASC Action Plans. Parents are notified of DELAC meetings held at the school district. Parents are encouraged to request Student Success Team (SST) meetings or may attend these meetings at the request of staff. Email communication has increased the level of involvement by parents with their children's education providing direct contact with teachers for updates. The principal and assistant principal maintain an open door policy and the staff eagerly accept any communication or volunteerism on the part of parents.

### **School Safety Plan (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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Monterey High School maintains a closed campus. Being in a small neighborhood in Burbank, this is the best approach to maximize security. The custodian's position is a unique one in that he is also the campus security.

This maximizes supervision of the campus. Radio communication is maintained among staff, in addition to immediate access to office staff through the telephone communication system. There are also a number of surveillance cameras (need updating) to help address campus safety.

The safety committee met 3 times during the fall semester of 2020 to review the plan, conduct current assessments, and discuss concerns. The plan was finished in December of 2020.

The plan focuses on building communication between administration and teachers during fire/disaster drills as well as communication with parents and district personnel in case of a large-scale emergency. The team found that we need to do a school-wide inventory of the disaster bin and class buckets and supplies.

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

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

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

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

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**Year and month of the most recent FIT report:** 6/22/20

This section should be kept to 1-2 paragraphs.

The facility is in Exemplary 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 (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.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	CR3 AC not working
<b>Interior:</b> Interior Surfaces	<b>Good</b>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Exemplary</b>	Work orders were submitted for repair

### Teacher Credentials

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

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	11	11	9	694
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	3
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

## Textbooks and Instructional Materials (School Year 2020-21)

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

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

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

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

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

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

This section should be kept to 1-2 paragraphs.

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

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
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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>Houghton Mifflin Harcourt (HMH)</p> <p>California Collections ISBNs: Grade 9: 0-03-052062-2; Grade 10: 978-0-544-50331-1; Grade 11: 978-0-544-50332-8; Grade 12: 978-0-544-50333-5 copyright:2017</p> <p>Close Readers ISBNs: Grade 9: 978-0-544-08769-9; Grade 10: 978-0-544-08762-0; Grade 11: 978-0-544-09119-1; Grade 12: 978-0-544-08841-2 copyright 2017</p> <p>Performance Assessment ISBNs: Grade 9: 978-0-544-56936-2; Grade 10: 978-0-544-56938-6; Grade 11: 978-0-544-56040-9 Grade 12: 978-0-544-56941-6 copyright 2017</p> <p>Date of Adoption: 1/30/2016</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>	Yes	0%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grade 12 California Collections Houghton Mifflin Harcourt 9780544607132 2017 Edition Adopted 3/2/2017		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>CPM Educational Program</p> <p>Core Connections: Algebra 2nd Edition 5.0 ISBN: 978-1-60328-101-0 copyright 2013</p> <p>Core Connections: Geometry ISBN: 978-1-60328-9 2nd Edition 5.0 copyright 2013</p> <p>Core Connections: Course Three ISBN: 978-1-60328-108-9 2nd Edition 5.0</p> <p>Adopted for Use beginning 2016-2017</p> <p>College Prep Math Math Ideals Pearson 978-0-321-361462 2008</p> <p>AP Calculus Calculus, 7th Edition Houghton Mifflin Co. 978-0-618-14918-X 2002 2002</p> <p>Statistics (Year) Understandable Statistics, 9th Ed. Houghton Mifflin Co. 978-0-618-94992-2 2009 7/3/2008</p> <p>AP Statistics The Practice of Statistics, 4th Ed. W. H. Freeman 978-1-42-924559-3 2010 10/4/2012</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>Business Math (12th gr) Mathematics for Business and Personal Finance Glencoe McGraw Hill 978-0-07-880505-9 2010 7/1/2010</p> <p>Statistics (Semester) Elementary Statistics, 11th Ed. Pearson 978-0-13-136123-2 2010 7/1/2010</p> <p>Trigonometry (Semester) Trigonometry, 1st Ed (customized) Pearson 978-0-55-877808-8 2010 7/1/2010</p>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Science/9-12: Anatomy and Physiology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Hole’s Human Anatomy &amp; 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>	<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>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>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Social Science/Grades 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. Dilulio, 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
<b>Foreign Language</b>	<p>Foreign Language/ Grades 9-12: NOT taught at Monterey High School</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:            Triangulo, by Barbara Botski and John McMullen, Wayside Publishing, c. 2000, Student Edition ISBN 1-877653-74-8            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.            Conexiones, Prentice Hall, c. 2002, Student Edition, ISBN 0-13-097880-9            Spanish 3rd Year, by Nassi Levy, published by AMSCO, c. 1989, Student Edition, ISBN 0-87720-537-X            Spanish for Native Speakers:            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:            Abriendo Puertas, McDougal Littell, c. 2003, 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>	Yes	0%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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>		
<b>Health</b>	<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%
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	N/A		

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

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

Please review and complete the information below as needed.

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,416.65	\$4,334.00	\$10,082.87	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	34.7	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	26.2	-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.

Local Control Accountability

English Learner Programs

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

**Professional Development (2018-19, 2019-20 and 2020-21)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

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

Questions that may be answered include:

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

This section should be kept to 1-2 paragraphs.

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.

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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.

### 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	10.5	7.5	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)**

<b>Rate</b>	<b>School 2019-20</b>	<b>District 2019-20</b>	<b>State 2019-20</b>
<b>Suspensions</b>	12	305	
<b>Expulsions</b>	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.