

John Burroughs High School 2022-2023

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	John Burroughs High School 2022-2023
Street	1920 West Clark Avenue
City, State, Zip	Burbank , CA 91506-1918
Phone Number	818-729-6900
Principal	Matt Chambers
Email Address	MattChambers@burbankusd.org
School Website	https://www.burbankusd.org/jbhs
County-District-School (CDS) Code	19- 64337- 6066724

2021-22 District Contact Information

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

2021-22 School Overview

John Burroughs High School was 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 2350 students attending in grades 9-12, 100 full-time teachers, five administrators, and a support staff over 50, 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 approximately 25% 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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	634
Grade 10	613
Grade 11	621
Grade 12	600
Total Enrollment	2,468

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50
American Indian or Alaska Native	0.2
Asian	4.7
Black or African American	3.4
Filipino	4.3
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.1
White	35
English Learners	3.4
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	30.8
Students with Disabilities	13.3

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.0	76.8	504.5	81.4	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.0	1.0	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.3	5.3	10.6	1.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.9	3.9	20.4	3.3	12115.8	4.4
Unknown	12.9	12.9	83.1	13.4	18854.3	6.9
Total Teaching Positions	100.2	100.0	619.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	5.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.3

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.9
Total Out-of-Field Teachers	3.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/High School: Grade 9 California Collections Houghton Mifflin Harcourt 9780544607101 2017 Edition Adopted 3/2/2017 Grade 10 California Collections Houghton Mifflin Harcourt 9780544607118 2017 Edition Adopted 3/2/2017 Grade 11 California Collections Houghton Mifflin Harcourt 9780544607125 2017Edition Adopted 3/2/2017 Grade 12 California Collections Houghton Mifflin Harcourt 9780544607132 2017 Edition Adopted 3/2/2017	Yes	0%
Mathematics	Mathematics/9-12 PILOT FOR 2015-2016 College Prep Math c. 2013 Algebra: Core Connections Algebra, ISBN:1603281508 Geometry: Core Connections Geometry, ISBN:1603282352	Yes	0%

	<p>Algebra II: Core Connections Algebra 2, ISBN:1603251317 Pre-Calculus: Pre-Calculus with Trigonometry, 1603282963</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>		
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. 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 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. 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>	Yes	0%

AP Biology: Biology, Solomon, Berg, Martin, 5th Edition, Harcourt Brace College Publishers c. 1999, ISBN #0-03-022299-0

Physics: Holt Physics, R. A. Serway and J.S. Faughn, Holt, Rinehart and Winston, Austin Texas (c. 1999) ISBN #0-03-050597-6

AP Physics: Physics, 5th Edition, D.C. Giancoli, Prentice Hall, Upper Saddle River, New Jersey (c. 1998), ISBN #0-13-611971-9

Date of Adoption: April 19, 2001

Geo-Science:

Earth Science by Nancy E. Spaulding and Samuel N. Namowitz, McDougal Littell, c. 2003, Student Edition ISBN 0-618-11550-1.

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.)

Date of Adoption: May 6, 2004

Marine Biology/Grades 11-12

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.

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.

Date of Adoption: November 18, 2004

Physical Science (for 2001-2002 only): Exploring Physical Science, Prentice Hall, Inc., c. 1999, ISBN #0-13-435872-4

Date of Adoption: April 19, 2001

AP Biology
Campbell Biology AP, 9th Ed.,
Pearson 978-0-13-137504-8 2011
Date of Adoption: 2/3/2011

AP Chemistry
Lab Experiments for AP Chemistry
Flinn Scientific 978-1-933-709-02-4 2010
Adopted: 2010

Zumdahl, Chemistry, 9th Edition
Cengage Learning 978-1-133-61110-3 2014
Date of Adoption: 12/19/2013

History-Social Science	<p>Grade 10 - History CA Modern World History (Houghton-Mifflin) ISBN#: 978-1-328-83820-9 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Euro - History A History of the Modern World (McGraw-Hill) ISBN#: 978-0-072-50280-0 Copyright: 2002 Adopted: 7/21/2005</p> <p>Grade 11 History - American History Reconstruction to Present California (Houghton-Mifflin) ISBN#: 978-1-328-83801-8 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP US History - American Pageant (Cengage Learning) ISBN#: 978-1-305-07591-7 Copyright 2016 Adopted: 6/29/2000</p> <p>Government - United States Government (Houghton-Mifflin) ISBN#: 978-1-328-70477-1 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Government - American Government, 10th Ed. (McDougal Littell) ISBN#: 978-0-618-56244-2 Copyright: 2006 Adopted: 7/5/2007</p> <p>Economics - Economics (Houghton-Mifflin) ISBN#: 978-1-328-70422-1 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Economics - Principles of Economics, 4th Ed. (Thomson) ISBN#: 978-0-324-22472-6 Copyright: 2007 Adopted: 7/19/2007</p> <p>AP Economics - Principles of Economics, Study Guide (Thomson) ISBN#: 978-0-324-31902-9 Copyright: 2008 Adopted: 7/19/2007</p> <p>Sociology - Sociology: The Study of Human Relationships (Holt, Rinehart, Winston) ISBN#: 978-0-030-93561-9 Copyright: 2008 Adopted: 7/19/2007</p> <p>Psychology - Psychology and You, 3rd Edition (Glencoe-McGraw Hill) ISBN#: 978-0-314-14090-6 Copyright: 2000 Adopted: 7/19/2007</p> <p>AP Psychology - Psychology (Worth Publishers, Inc.) ISBN#: 978-0-716-70621-2 Copyright: 2004 Adopted: 2006</p>	Yes	0%
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</p>	Yes	0%

	<p>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> <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 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)	<p>All students have access to laboratory equipment in their lab classes including earth science, physical science, and life science laboratories.</p>	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Classroom 1-146 (science): LIGHT FIXTURE NON-OP, STAIN @ CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 1-142 (science): LIGHT FIXTURE NON-OP Classroom 1-146 (science): LIGHT FIXTURE NON-OP, STAIN @ CEILING TILE Classroom 1-147 (science): DOOR STICKING ON JAMB, LIGHT FIXTURE NON-OP Classroom 1-149 (science): LIGHT FIXTURE NON-OP
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 1-141 (speech): DOOR RUBBING ON JAMB Classroom 1-147 (science): DOOR STICKING ON JAMB, LIGHT FIXTURE NON-OP Classroom 1-154 (science): DOOR RUBBING ON JAMB

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	590	327	55.42	44.58	73.54
Female	293	164	55.97	44.03	78.53
Male	296	162	54.73	45.27	68.32
American Indian or Alaska Native	--	--	--	--	--
Asian	27	18	66.67	33.33	88.89
Black or African American	27	16	59.26	40.74	80
Filipino	26	15	57.69	42.31	86.67
Hispanic or Latino	261	152	58.24	41.76	67.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	13	46.43	53.57	84.62
White	218	112	51.38	48.62	75.89
English Learners	14	4	28.57	71.43	--
Foster Youth	0	0	0	0	0
Homeless	12	6	50	50	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	94	55.29	44.71	61.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	23	28.75	71.25	30.43

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	590	323	54.75	45.25	49.38
Female	293	162	55.29	44.71	48.15
Male	296	160	54.05	45.95	50.32
American Indian or Alaska Native	--	--	--	--	--
Asian	27	18	66.67	33.33	88.89
Black or African American	27	16	59.26	40.74	56.25
Filipino	26	16	61.54	38.46	50.00
Hispanic or Latino	261	151	57.85	42.15	38.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	12	42.86	57.14	58.33
White	218	109	50.00	50.00	56.07
English Learners	14	4	28.57	71.43	--
Foster Youth	0	0	0	0	0
Homeless	12	6	50.00	50.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	94	55.29	44.71	39.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	21	26.25	73.75	9.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1173	NT	NT	NT	NT
Female	590	NT	NT	NT	NT
Male	581	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	57	NT	NT	NT	NT
Black or African American	47	NT	NT	NT	NT
Filipino	56	NT	NT	NT	NT
Hispanic or Latino	522	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	55	NT	NT	NT	NT
White	431	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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 digital media, animation, aircraft and small engines, engineering, computer programming, construction, digital applications, photography, and culinary arts science. A list of specific CTE courses offered is contained in the District Career Technical Education Guide

<https://www.burbankusd.org/site/Default.aspx?PageID=51>.

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 and 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).

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,258
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	80.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.76
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	58.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 and football also provide many opportunities for parent volunteers.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.2	1.8	2.4	3.8	2.4	2.7	9.0	8.9	9.4
Graduation Rate	97.4	96.4	94.7	90.0	91.2	92.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	588	557	94.7
Female	301	289	96.0
Male	286	267	93.4
American Indian or Alaska Native	--	--	--
Asian	31	30	96.8
Black or African American	21	21	100.0
Filipino	30	29	96.7
Hispanic or Latino	263	240	91.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	24	100.0
White	214	208	97.2
English Learners	25	21	84.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	249	226	90.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	89	79	88.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2495	2474	993	40.1
Female	1246	1237	412	33.3
Male	1247	1235	581	47.0
American Indian or Alaska Native	6	6	4	66.7
Asian	119	118	30	25.4
Black or African American	86	85	45	52.9
Filipino	107	107	31	29.0
Hispanic or Latino	1161	1146	531	46.3
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	126	126	43	34.1
White	869	865	300	34.7
English Learners	89	87	44	50.6
Foster Youth	4	4	4	100.0
Homeless	26	26	18	69.2
Socioeconomically Disadvantaged	807	802	378	47.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	343	337	175	51.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.41	0.04	2.73	0.07	3.47	0.20
Expulsions	0.04	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.36	2.09	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.00
Female	0.00	0.00
Male	0.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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/site/handlers/filedownload.ashx?moduleinstanceid=4429&dataid=14401&FileName=2021_Comprehensive_Safe_School_Plan_Burroughs_High_School_20210219.pdf

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	17	48	27
Mathematics	28	19	36	28
Science	30	7	34	28
Social Science	30	8	25	34

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	24	41	31
Mathematics	28	21	35	27
Science	30	11	30	27
Social Science	30	9	37	23

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	36	23	43
Mathematics	25	27	34	29
Science	27	18	29	26
Social Science	27	20	26	29

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	411.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,096.94	\$5,243.59	\$5,583.35	\$78,314
District	N/A	N/A	\$6,681.33	\$81,790
Percent Difference - School Site and District	N/A	N/A	-17.9	-4.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-40.8	-9.8

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,831	\$52,562
Mid-Range Teacher Salary	\$76,590	\$83,575
Highest Teacher Salary	\$97,841	\$104,166
Average Principal Salary (Elementary)	\$121,859	\$131,875
Average Principal Salary (Middle)	\$141,232	\$137,852
Average Principal Salary (High)	\$152,736	\$150,626
Superintendent Salary	\$250,892	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	3
Mathematics	9
Science	7
Social Science	17
Total AP Courses Offered	43

Professional Development

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.

Professional Development

District Wide Professional Development Offered in the 2016-2017 school years:
 UNconference and EdCamp (multi-topic and disciplinary workshops)
 Step Up to Writing
 Stemsopes (Science)
 Kagan Cooperative Learning
 College Placement Math (CPM)
 NGSS Standards Adoption and Implementation
 Get Focused/Stay Focused/Teen Talk
 Integrating Arts in the the Common Core era
 Harcourt Houghton Mifflin California Collections Adoption Training
 Content Area ELD workshops for Math, Science, & Social Studies

These trainings are offered in a variety of formats:
 Whole day and half day workshops at the district office and at sites
 Short, after school workshops at sites
 Saturday and pre-school workday workshops
 Summer Institutes
 Pull Out collaborations (2-4 hours per session) at sites
 Weekly meetings (hour long)
 Digital meetups via Google Hangout/Skype
 Individually one on one trainings

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.

 This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Burbank Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7731	1871	24.20	75.80	59.81
Female	3811	923	24.22	75.78	64.85
Male	3918	947	24.17	75.83	54.86
American Indian or Alaska Native	14	1	--	92.86	--
Asian	417	134	32.13	67.87	79.10
Black or African American	197	53	26.90	73.10	53.85
Filipino	254	79	31.10	68.90	70.89
Hispanic or Latino	2548	661	25.94	74.06	49.85
Native Hawaiian or Pacific Islander	11	5	45.45	54.55	--
Two or More Races	550	137	24.91	75.09	70.59
White	3740	801	21.42	78.58	62.58
English Learners	731	192	26.27	73.73	15.63
Foster Youth	15	3	20.00	80.00	--
Homeless	134	30	22.39	77.61	46.67
Military	38	27	71.05	28.95	44.44
Socioeconomically Disadvantaged	2697	632	23.43	76.57	45.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1018	186	18.27	81.73	29.03

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7731	1859	24.05	75.95	42.86
Female	3811	917	24.06	75.94	40.72
Male	3918	941	24.02	75.98	44.88
American Indian or Alaska Native	14	1	--	92.86	--
Asian	417	137	32.85	67.15	67.15
Black or African American	197	52	26.40	73.60	30.77
Filipino	254	80	31.50	68.50	52.50
Hispanic or Latino	2548	652	25.59	74.41	29.08
Native Hawaiian or Pacific Islander	11	5	45.45	54.55	--
Two or More Races	550	136	24.73	75.27	54.41
White	3740	796	21.28		47.98
English Learners	731	194	26.54	73.46	16.49
Foster Youth	15	3	20.00	80.00	--
Homeless	134	30	22.39	77.61	20.00
Military	38	27	71.05	28.95	11.11
Socioeconomically Disadvantaged	2697	629	23.32	76.68	28.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1018	181	17.78	82.22	19.34

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment (Grades 3, 6-8) Student Groups	Local EOY Assessment (Grades 3, 6-8) Total Enrollment	Local EOY Assessment (Grades 3, 6-8) Number Tested	Local EOY Assessment (Grades 3, 6-8) Percent Tested	Local EOY Assessment (Grades 3, 6-8) Percent Not Tested	Local EOY Assessment (Grades 3, 6-8) Percent At or Above Grade Level
All Students	4203	3764	89.6	10.4	41.6
Female	2094	1892	90.4	9.6	44.9
Male	2108	1871	88.8	11.2	38.2

American Indian or Alaska Native	65	59	90.8	9.2	37.3
Asian	350	327	93.4	6.6	52.9
Black or African American	166	144	86.7	13.3	36.1
Filipino	192	173	90.1	9.9	50.3
Hispanic or Latino	1401	1243	88.7	11.3	32.5
Native Hawaiian or Pacific Islander	17	12	82.4	17.6	14.3
Two or More Races	297	285	96.0	4.0	51.9
White	3148	2807		10.8	61.4
English Learners	357	320	89.6	10.4	5.9
Foster Youth	25	19	76.0	24.0	10.5
Homeless	41	32	78.0	22.0	25.0
Socioeconomically Disadvantaged	1481	1281	86.5	13.2	32.0
Students with Disabilities	455		74.7	25.3	11.5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local EOY Assessment (Grades 3, 6-8) Student Groups	Local EOY Assessment (Grades 3, 6-8) Total Enrollment	Local EOY Assessment (Grades 3, 6-8) Number Tested	Local EOY Assessment (Grades 3, 6-8) Percent Tested	Local EOY Assessment (Grades 3, 6-8) Percent Not Tested	Local EOY Assessment (Grades 3, 6-8) Percent At or Above Grade Level
All Students	4203	3630	86.4	13.6	
Female	2094	1838	87.8	12.2	40.6
Male	2108	1791	85.0	15.0	41.4
American Indian or Alaska Native	65	57	87.7	12.3	26.3
Asian	350	320		8.6	59.7
Black or African American	166	141	84.9	15.1	35.5
Filipino	192	169	88.0	12.0	49.7
Hispanic or Latino	1401	1168	83.4	16.6	25.4
Native Hawaiian or Pacific Islander	17	13	76.5	23.5	30.8
Two or More Races	297	280	94.3	5.7	52.1
White	3148	2682	85.2	14.8	39.6
English Learners	357	312	87.4	12.6	20.8
Foster Youth	25	17	68.0	32.0	5.9
Homeless	41	32	78.0	22.0	21.9
Socioeconomically Disadvantaged	1481	1213	91.9	18.1	31.2

Students with Disabilities	455	297	65.3	34.7	16.5
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*At or above the grade-level standard in the context of the local assessment administered.