

John Burroughs High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	John Burroughs High School
Street	1920 West Clark Avenue
City, State, Zip	Burbank , CA 91506-1918
Phone Number	818-729-6900
Principal	Deborah Madrigal
Email Address	deborahmadrigal@burbankusd.org
Website	www.burbankusd.org
County-District-School (CDS) Code	19- 64337- 6066724

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

School Description and Mission Statement (School Year 2019-20)

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

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

Mission Statement:

The mission of John Burroughs High School is to create a learning environment where students grow and succeed academically, socially, and vocationally. We will maintain a partnership among the faculty, administration, students, and parents that is supportive and responsive to their needs and the needs of the school. We will provide positive role models for students. Students are expected to excel and to achieve, as well as to be responsible, honest and respectful of others.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	685
Grade 10	664
Grade 11	598
Grade 12	584
Total Enrollment	2,531

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.2
Asian	4.9
Filipino	4.7
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.2
White	37.3
Two or More Races	3.2
Socioeconomically Disadvantaged	32.8
English Learners	3.4
Students with Disabilities	12.4
Foster Youth	0.1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	109	109	107	702
Without Full Credential	0	0	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

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.

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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Algebra: Core Connections Algebra, ISBN:1603281508 Geometry: Core Connections Geometry, ISBN:1603282352 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.</p> <p>Date of Adoption: July 5, 2007</p>	Yes	0%

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Pearson Education, Inc., publishing as Globe Fearon, c. 2003, Student Edition ISBN 0-130-23815-5. (This textbook is used for Special Education and SDAIE.)</p> <p>Date of Adoption: May 6, 2004</p> <p>Marine Biology/Grades 11-12</p> <p>Marine Biology, fourth edition by Peter Castro and Michael E. Huber published by McGraw-Hill Higher Education, copyright 2003, Student Edition ISBN 0-07-285290-9.</p> <p>A recent revision of the Marine Biology textbook was made to ISBN 0-07-285290-9 by Glencoe Publishing to include online information which requires an ISBN change. In the future, the revised ISBN is 07-07-293725-4.</p> <p>Date of Adoption: November 18, 2004</p> <p>Physical Science (for 2001-2002 only): Exploring Physical Science, Prentice Hall, Inc., c. 1999, ISBN #0-13-435872-4 Date of Adoption: April 19, 2001</p> <p>AP Biology Campbell Biology AP, 9th Ed., Pearson 978-0-13-137504-8 2011 Date of Adoption: 2/3/2011</p> <p>AP Chemistry Lab Experiments for AP Chemistry Flinn Scientific 978-1-933-709-02-4 2010 Adopted: 2010</p> <p>Zumdahl, Chemistry, 9th Edition Cengage Learning 978-1-133-61110-3 2014 Date of Adoption: 12/19/2013</p>		
History-Social Science	<p>Social Science/Grades 10-12:</p> <p>Economics Textbook Adopted for Use Beginning 2007-2008:</p> <p>Principles of Economics, Fourth Edition, by N. Gregory Mankiw, published by Thomson, c. 2007, ISBN: 9780324224726.</p>	Yes	0%

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	"Video: Digital Communication & Production" by Jim Stinson "Broadway: The American Musical"		0%
Science Laboratory Equipment (grades 9-12)	All students have access to laboratory equipment in their lab classes including earth science, physical science, and life science laboratories.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: 12/20/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	six drinking fountains and three sinks were non-operational, five loose toilets, one restroom was closed, and thirteen loose toilet seats were found
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	evidence of leaks (ceiling) in forty-one classrooms; a District wide roofing maintenance program has been approved by the Board of Education

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	68	67	63	65	50	50
Mathematics (grades 3-8 and 11)	43	44	50	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	560	547	97.68	2.32	66.85
Male	272	266	97.79	2.21	61.51
Female	288	281	97.57	2.43	71.89
Black or African American	15	15	100.00	0.00	73.33
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	29	28	96.55	3.45	82.14
Filipino	29	29	100.00	0.00	79.31
Hispanic or Latino	240	237	98.75	1.25	54.01
Native Hawaiian or Pacific Islander					
White	220	214	97.27	2.73	77.46
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	194	188	96.91	3.09	53.72
English Learners	22	22	100.00	0.00	27.27
Students with Disabilities	66	64	96.97	3.03	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	551	530	96.19	3.81	43.67
Male	267	256	95.88	4.12	41.96
Female	284	274	96.48	3.52	45.26
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	71.43
Filipino	29	29	100.00	0.00	58.62
Hispanic or Latino	234	228	97.44	2.56	27.31
Native Hawaiian or Pacific Islander					
White	218	208	95.41	4.59	57.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	191	183	95.81	4.19	28.02
English Learners	22	22	100.00	0.00	9.52
Students with Disabilities	66	63	95.45	4.55	11.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Each BUSD High School strives to graduate students who are fully capable of making the transition from school to the working world. The school’s workforce preparation programs include school-to-work activities through business partnerships in the community, as well as employability and skill-building opportunities through middle and high school classes offered by the District or local Community Colleges. All Career Technical Education (CTE) courses incorporate the California Career Technical Education Model Curriculum Standards; satisfy the District’s graduation requirements, and/or the A-G entrance requirements for the UC/CSU system. CTE classes offered include such courses as animal care, animation, engines, business, computer application, construction, digital applications, Fire and Law Enforcement, photography, marketing, and other technology classes. A list of specific CTE courses offered is contained in the District Career Technical Education Guide <https://www.burbankusd.org/CTE>

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance and counseling from school personnel regarding career paths and courses of study. The District also sponsors 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)

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1090
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.5

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	55.5

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
9	19.2	24.8	34.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Many opportunities for parental involvement exist at the school. For example:

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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.4	0.7	1.3	3	7.9	6.1	9.7	9.1	9.6
Graduation Rate	98.2	98.3	97.3	94.9	82.1	87.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.9	3.0	3.4	1.9	3.0	2.7	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

At Burroughs:

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

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

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

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

Please visit the website for the full safety plan <https://www.burbankusd.org/files/user/8/file/JBHS%20Safety%20Plan.pdf>

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	21	51	27	27	19	56	22	28	17	48	27
Mathematics	28	4	4	10	28	11	54	18	28	19	36	28
Science	28	9	40	25	29	9	41	24	30	7	34	28
Social Science	29	9	38	26	29	8	36	25	30	8	25	34

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	506.2

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,303.39	\$929.15	\$6,969.60	\$78,314
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	-1.9	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-7.4	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

- ASES (for select low income schools)
- CAHSEE Intervention
- English Learner MOE - LCAP Supplemental
- Educational Technology Assistance
- Drug/Alcohol/Tobacco Resistance Programs
- Gifted and Talented Program
- Lottery
- Tenth Grade Counseling
- Regional Occupational Program (ROP)
- Special Education
- Vocational & Career Tech Education
- Title I
- School Improvement

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,457	\$51,374
Mid-Range Teacher Salary	\$74,344	\$80,151
Highest Teacher Salary	\$94,972	\$100,143
Average Principal Salary (Elementary)	\$129,033	\$126,896
Average Principal Salary (Middle)	\$138,725	\$133,668
Average Principal Salary (High)	\$153,399	\$143,746
Superintendent Salary	\$248,230	\$245,810
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	10	N/A
Science	8	N/A
Social Science	20	N/A
All courses	51	27.4

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

High School Instructional Leadership Teams (quarterly meetings at site with administrators and monthly whole staff meetings facilitated by ILT members on WASC accreditation topics)

Interventions

Writing Across the Curriculum

Teacher Collaboration and Planning Time

Technology Integration

Positive Behavior Intervention Support

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

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

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

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

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

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

These trainings are offered in a variety of formats:

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