

Burbank USD Community Day

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Burbank USD Community Day
Street	223 East Santa Anita Ave.
City, State, Zip	Burbank , CA 91502
Phone Number	818-729-7600
Principal	Frank Fuentes
Email Address	FrankFuentes@burbankusd.org
Website	www.burbankusd.org/CDS
County-District-School (CDS) Code	19- 64337- 1996230

District Contact Information (School Year 2020-2021)

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 2020-2021)

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

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	3
Grade 10	4
Grade 11	8
Grade 12	4
Total Enrollment	19

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.3
Hispanic or Latino	47.4
White	47.4
Socioeconomically Disadvantaged	94.7
English Learners	15.8
Students with Disabilities	31.6
Foster Youth	21.1
Homeless	5.3

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	4	694
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts/Middle School:</p> <p>Grade 9 California Collections Houghton Mifflin Harcourt 9780544607101 2017 Edition Adopted 3/2/2017</p> <p>Grade 10 California Collections Houghton Mifflin Harcourt 9780544607118 2017 Edition Adopted 3/2/2017</p> <p>Grade 11 California Collections Houghton Mifflin Harcourt 9780544607125 2017 Edition Adopted 3/2/2017</p> <p>Grade 12 California Collections Houghton Mifflin Harcourt 9780544607132 2017 Edition Adopted 3/2/2017</p>	Yes	0%
Mathematics	<p>Mathematics/9-12</p> <p>Geometry, Tools for a Changing World, by Laurie E. Bass, Basia Rinesmith Hall, Art Johnson, Ed.D., Dorothy F. Wood, Contributing Author, Simone W. Bess, Ed.D., Prentice Hall, c. 1998, ISBN 0-13-416785-6.</p> <p>Algebra, Tools for a Changing World, by Allan Bellman, Sadie Chavis Bragg, Ed.D. Suzanne H. Chapin, Ed.D., Theodore J. Gardella, Bettye C. Hall, William G. Handlin, Sr., Edward Manfre, Prentice Hall, c. 1998. ISBN 0-13-414384-1.</p> <p>Advanced Algebra, Tools for a Changing World, by Allan Bellman, Sadie Chavis Bragg, Ed.D. Suzanne H. Chapin, Ed.D., Theodore J.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Gardella, Bettye C. Hall, William G. Handlin, Sr., Edward Manfre, Prentice Hall, c. 1998. ISBN 0-13-419011-4.</p> <p>Date of Adoption: August 5, 1999 Precalculus with Limits, A Graphing Approach Third Edition, by Ron Larson, Robert P. Hostetler, Bruce H. Edwards, Houghton Mifflin Company, c. 2001. Instructor's Edition ISBN 0-618-06658-6. Student Edition ISBN 0-618-05291-7.</p> <p>Calculus Seventh Edition, by Ron Larson, Robert P. Hostetler, Bruce H. Edwards, Houghton Mifflin Company, c. 2002. ISBN 0-618-14918-X.</p> <p>The Practice of Statistics, TI-83 Graphing Calculator Enhanced, by Daniel Yates, David Moore, George McCabe, W.H. Freeman and Company, c. 1999. ISBN 0-7167-3370-6.</p> <p>Date of Adoption: June 6, 2002</p> <p>Mathematical Ideas, Tenth Edition, by Charles D. Miller, Vern E. Heeren, John Hornsby, and Margaret L. Morrow and Jill Van Newenhizen, Pearson Addison Wesley, ISBN 0-321-16808-9.</p> <p>Date of Adoption: October 20, 2005</p> <p>Adopted for Use Beginning 2008-2009.</p> <p>Understandable Statistics, 9th Edition, by Brase, Charles and Brase, Corrinne c. 2009, published by the Houghton Mifflin Company, ISBN 0-618-98692-8. Date of Adoption: July 3, 2008</p> <p>Adopted for Use Beginning 2008-2009. All published by McDougal Littell: Grade 6 -- CA Middle School Math Course 1 c. 2008, ISBN 9780618726509 Grade 7 -- CA Middle School Math Course 2 c. 2008 ISBN 9780618726516 Algebra I -- Algebra 1 c. 2008 for California ISBN 9780618726523 Geometry -- Geometry c. 2007 for California ISBN 9780618811946</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Algebra II -- Algebra 2 c. 2007 for California ISBN 9780618811816</p> <p>Algebra Readiness -- Algebra Readiness c. 2008 for California ISBN 9780618900848</p> <p>Date of Adoption: May 1, 2008</p>		
Science	<p>Science/Grade 7: All are California editions:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>McDougal Littell Science c. 2006, published by McDougal Littell, with the following specific information for each grade level:</p> <p>Grade 7 – McDougal Littell Science: Focus on Life Sciences California Pupil Edition, ISBN 978-0-618-64095-9</p> <p>Grade 8 – McDougal Littell Science: Focus on Physical Sciences California Pupil Edition, ISBN 978-0-618-64096-6</p> <p>Date of Adoption: May 17, 2007</p> <p>Vol. 1 Science Voyages, Earth Science, Glencoe McGraw Hill, c. 2001, ISBN #0-07-823987-7</p> <p>Vol 2 Science Voyages, Life & Physical Sciences (Ecology & Energy), Glencoe McGraw Hill c. 2001, ISBN #0-07-823980-X</p> <p>Science/Grades 7 & 8: All are California editions:</p> <p>Grade 7: Science & Technology, Physical Science, Holt, Rinehart and Winston, c. 2001, ISBN #0-03-055797-6</p> <p>Grade 8: Science & Technology, Life Science, Holt, Rinehart and Winston, c. 2001, ISBN #0-03-055639-2</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Science & Technology, Class Set, Human Body, System & Health, Holt, Rinehart and Winston, c. 2000, ISBN #0-03-064779-7</p> <p>Date of Adoption: April 19, 2001</p> <p>Science/9-12: Anatomy and Physiology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Hole's Human Anatomy & Physiology, Eleventh Edition, by David N. Shier, Jackie L. Butler, and Ricki Lewis, published by The McGraw-Hill Companies, c. 2007, ISBN 0-07-325699-4.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry Textbook Adopted for Use Beginning 2007-2008:</p> <p>World of Chemistry, by Zumdahl and Zumdahl, published by McDougal Littell, c. 2007. ISBN-10: 0-618-56276-1. ISBN-13: 978-0-618-56276-3</p> <p>Date of Adoption: July 5, 2007</p> <p>Sports Medicine Textbook Adopted for Use Beginning 2007-2008:</p> <p>Fundamentals of Anatomy and Physiology, Seventh Edition, by Frederic H. Martini, published by Pearson Education, Inc., c. 2006, Student Edition ISBN 0-13-195644-2.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry: Modern Chemistry, Holt, Rinehart and Winston, c. 1999, ISBN # 0-03-051122-4</p> <p>Biology: Biology, The Dynamics of Life, Glencoe McGraw Hill, c. 2000, ISBN #0-02-828242-6</p> <p>AP Biology: Biology, Solomon, Berg, Martin, 5th Edition, Harcourt Brace College Publishers c. 1999, ISBN #0-03-022299-0</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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, Pearson Education, Inc., publishing as Globe Fearon, c. 2003, Student Edition ISBN 0-130-23815-5. (This textbook is used for Special Education and SDAIE.)</p> <p>Date of Adoption: May 6, 2004</p> <p>Marine Biology/Grades 11-12</p> <p>Marine Biology, fourth edition by Peter Castro and Michael E. Huber published by McGraw-Hill Higher Education, copyright 2003, Student Edition ISBN 0-07-285290-9.</p> <p>A recent revision of the Marine Biology textbook was made to ISBN 0-07-285290-9 by Glencoe Publishing to include online information which requires an ISBN change. In the future, the revised ISBN is 07-07-293725-4.</p> <p>Date of Adoption: November 18, 2004</p> <p>Physical Science (for 2001-2002 only): Exploring Physical Science, Prentice Hall, Inc., c. 1999, ISBN #0-13-435872-4</p> <p>Date of Adoption: April 19, 2001</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Social Science/Grades 7-8 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>Holt California Social Studies, c. 2005, published by Holt, Rinehart and Winston, with the following specific information for each grade level:</p> <p>Grade 7 – World History: Medieval to Early Modern Times, ISBN 0-03-073399-5 Grade 8 – United States History: Independence to 1914, ISBN 0-03-041228-5</p> <p>Date of Adoption: May 4, 2006</p> <p>Social Science/Grades 10-12:</p> <p>Economics Textbook Adopted for Use Beginning 2007-2008:</p> <p>Principles of Economics, Fourth Edition, by N. Gregory Mankiw, published by Thomson, c. 2007, ISBN: 9780324224726.</p> <p>Date of Adoption: July 19, 2007</p> <p>AP Government Textbook Adopted for Use Beginning 2007-2008:</p> <p>American Government, Tenth Edition, by James Q. Wilson and John J. DiIulio, Jr. , published by McDougal Littell, c. 2006, ISBN 978-0-618-56244-2.</p> <p>Date of Adoption: July 5, 2007</p> <p>Psychology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Psychology and You, Third Edition, by McMahon and Romano, published by Glencoe/McGraw Hill, ISBN 0314140905.</p> <p>Date of Adoption: July 19, 2007</p> <p>Sociology Textbook Adopted for Use Beginning 2007-2008:</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Sociology: The Study of Human Relationships, c. 2008, published by Holt, Rinehart and Winston, ISBN 0030939542.</p> <p>Date of Adoption: July 19, 2007</p> <p>Tenth grade textbook: Modern World History, by Beck, Black, Kreiger, Maylor and Shabaka, c. 1999, published by McDougal Littell. ISBN: 0-395-93829-5; Eleventh grade textbook: The Americans: Reconstruction through the 20th Century, by Danzer, Alva, Krieger, Wilson and Woloch, c. 1999, published by McDougal Littell. ISBN: 0-395-89080-2 Twelfth grade government textbook: Magruder’s American Government, published by Prentice Hall. ISBN for American Government: 0-13-050016-X. Twelfth grade economics textbook: Economics Principles in Action, published by Prentice Hall/Budget Text. ISBN for Economics Principles in Action: 0-13-437329-4.</p> <p>Date of Adoption: June 29, 2000</p> <p>AP European History:</p> <p>A History of the Modern World, Ninth Edition, by R.R. Palmer, Joel Colton, and Lloyd Kramer, published by McGraw-Hill, c. 2002, Student Edition, ISBN 0-07-231655-1. (Due to miscommunication from McGraw-Hill after Board approval, we had to purchase another ISBN as the approved ISBN textbooks were not sufficiently in stock for our needs. What we ordered was 0-07-250280-0 – identical in every way except it comes with some sort of a power package. A correcting memo is going to be sent to the Board.)</p> <p>Date of Adoption: July 21, 2005</p>		
Foreign Language	<p>Foreign Language/Grades 7-8:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Edition Level A, ISBN 0-13-035966-1 and Student Edition Level B, ISBN 0-13-035967-X</p> <p>Date of Adoption: July 17, 2003</p> <p>Foreign Language/ Grades 9-12:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level 1, ISBN 0-13-101687-3. Student Edition Level 2, ISBN 0-13-035951-3. Student Edition Level 3, ISBN 0-13-035968-8</p> <p>AP Spanish Language:</p> <p>Triangulo, by Barbara Botski and John McMullen, Wayside Publishing, c. 2000, Student Edition ISBN 1-877653-74-8</p> <p>Preparing for the Language Examination, Second Edition, by Jose M. Diaz, Margarita Leicher-Prieto, Glen J. Nadelbach, Addison-Wesley Publishing Company, Prentice Hall c. 1996, 1989, Student Text, ISBN # 0-8013-1531-X.</p> <p>Conexiones, Prentice Hall, c. 2002, Student Edition, ISBN 0-13-097880-9</p> <p>Spanish 3rd Year, by Nassi Levy, published by AMSCO, c. 1989, Student Edition, ISBN 0-87720-537-X</p> <p>Spanish for Native Speakers:</p> <p>Nuevas Vistas, by Jose Antonio Cerna-Bazan, Alejandro Cortazar, Maria Soledad Diaz, Jabier Elorrieta, Karin Fajardo, Salvador Fajardo, Rolando Hinojosa-Smith, Richard Lindley, Beatriz, Malo Pojman, Marcia Tugendhat, Holt, Rinehart and Winston, c. 2003, Student Edition 1, ISBN 0-03-055213-3, Student Edition 2, ISBN 0-03-052712-0</p> <p>AP Spanish Literature:</p> <p>Abriendo Puertas, McDougal Littell, c. 2003, Student Edition, ISBN 0618272607</p> <p>French:</p> <p>Bon voyage! by Conrad J. Schmitt and Katia Brillie Lutz, Glencoe McGraw-Hill, c. 2002, Student Edition, Level 1, ISBN 0-07-821256-1, Student Edition, Level 2, ISBN 0-07-821257-X, Student Edition, Level 3, ISBN 0-07-821258-8</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>AP French (level four):</p> <p>1) Une Fois pour Toutes Deuxieme Edition by Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst, Longman, c. 1992, ISBN 0-8013-0825-9-78893</p> <p>2) Advanced Placement French by Richard Ladd, Pearson Education, c. 2000, ISBN 0673218473</p> <p>Date of Adoption: July 17, 2003</p>		
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%

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/24/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CR1 Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR2 Crickets
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	CR5 Broken ceiling tiles
Structural: Structural Damage, Roofs	Fair	CR4 Roof needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR2 Front door rubbing
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	23	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	7	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	88.89
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

Our partners recognize obstacles our students and their families face, and are invested in the “whole-child” approach. They share a common vision with Burbank Community Day School to help students persevere. The BCDS Principal and staff maintain consistent communication with the students’ parents via phone calls, email, Blackboard communication or text on a daily/weekly basis. Parents are encouraged and reminded to play an active role in their teen's education by attending meetings and, in some cases, attending class with their teen.

Parents have daily direct access to the School Principal. Parents are welcome to involve themselves in any school projects. We also offer twice a semester a parent meetings on areas of concern such as drugs, alcohol, gangs, bullying and school safety.

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 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
Dropout Rate	--	--	--	7.9	6.1	3.8	9.1	9.6	9
Graduation Rate	--	--	--	82.1	87.9	90	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	48.3	42.1	3.0	2.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	18	305	2.5
Expulsions	0	2	0.1

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

School Safety Plan (School Year 2020-2021)

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

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

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

(1) Assessing the current status of school crime

(2) Identifying appropriate programs and strategies that provide school safety...and address the school's procedures for complying with laws on school safety:

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	2	11			3	10			2	12		
Mathematics	2	11			3	9			2	8		
Science	3	6			3	6			3	5		
Social Science	3	8			4	9			3	6		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$44,803.07	\$4,334.00	\$40,469.29	\$78,314
District	N/A	N/A	\$7,104.28	\$81,259
Percent Difference - School Site and District	N/A	N/A	140.3	-3.7
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	135.7	-7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general funding, Burbank Unified School District receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education. Listed below are some of these and other support programs. For more information regarding all services funded please contact the BUSD Fiscal Services department.

- Economic Impact Aid/English Learner Programs (Maintenance of Effort)
- Educational Technology Assistance
- Drug/Alcohol/Tobacco Resistance Programs
- Counseling
- Special Education
- Vocational & Career Tech Education
- Title I
- Title II, Teacher Quality
- Title III, English Learners
- Career Tech Education (Perkins Funding)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,831	\$52,484
Mid-Range Teacher Salary	\$76,590	\$81,939
Highest Teacher Salary	\$97,841	\$102,383
Average Principal Salary (Elementary)	\$123,300	\$129,392
Average Principal Salary (Middle)	\$145,239	\$136,831
Average Principal Salary (High)	\$156,467	\$147,493
Superintendent Salary	\$250,892	\$254,706
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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