

EXHIBITS

**EXHIBIT A-1: SALARY SCHEDULE FOR FULLY CREDENTIALLED CERTIFICATED
BARGAINING UNIT MEMBERS**

BURBANK UNIFIED SCHOOL DISTRICT

**SALARY SCHEDULE FOR FULLY-CREDENTIALLED CERTIFICATED
BARGAINING UNIT MEMBERS*
Effective July 1, 2023**

Salary Rating	Class I Bachelor's Degree	Class II Bachelor's Degree +15	Class III Bachelor's Degree +30	Class IV Bachelor's Degree +45	Class V Bachelor's Degree +60	Class VI Bachelor's Degree +75
1	61,282	61,285	63,201	63,821	66,118	68,688
2	61,285	61,288	63,202	65,311	68,514	71,078
3	61,288	61,289	64,448	67,621	70,847	73,416
4	61,289	62,330	66,790	69,993	73,242	75,813
5	61,290	64,547	69,089	72,308	75,581	78,148
6	61,291	66,848	71,431	74,681	77,971	80,541
7	61,292	69,048	73,726	76,991	80,314	82,878
8	61,293	71,325	76,072	79,364	82,704	85,272
9	62,998	73,542	78,363	81,678	85,042	88,454
10		75,824	80,714	84,050	89,953	90,875
11		78,046	83,003	86,361	92,359	93,225
12			85,350	88,733	94,823	95,645
13			87,641	91,053	97,227	98,007
14			89,982	93,418	99,691	100,421
15				95,734	102,098	103,549
18**					104,556	106,909
21**					106,964	110,210
24**						114,912

Notes: **Employees hired on or after July 1, 2005 may not advance past the bold lines in Columns I, II and III. Employees hired before July 1, 2005 shall be grandfathered.**

The earned Master's Degree or earned Doctorate Degree is recognized at any point on the schedule with \$1,582 added to the base salary. Only one earned Master's Degree and only one earned Doctorate Degree will be recognized for this additional remuneration. The maximum amount for any employee for the Master's Degree and Doctorate is \$3,164.

A Bilingual Certificate of Competence, Bilingual-Cross Cultural Credential, other state approved bilingual certificate or credential, or evidence of mastery of the American Sign Language Communication Proficiency Interview is recognized at any point on the schedule with additional remuneration added to the base salary. This additional remuneration shall be \$1,582 for an employee employed in an assignment that requires the use of primary language for supporting students, conferencing with parents, and preparing progress reports.

A Learning Handicapped, Severely Handicapped, Deaf and Hard of Hearing, Resource Specialist, Speech/Language Therapist, Adaptive Physical Education, Mild-to-Moderate, Moderate-to-Severe, or other state approved special education certificate or credential is recognized at any point on the schedule with \$1,791 added to the base salary provided such employee is employed in a special education assignment.

- **** Beginning with the conclusion of the 2017-2018 school year, and at the completion of each full year of employment, all 1.0 Speech/Language Pathologists (SLPs) will receive a retention bonus of \$11,692. Part-time SLPs will receive a pro-rated amount based on their FTE. The retention bonus will replace the previously agreed to SLP one-time hiring incentive bonus.
- * Includes Teachers, Nurses, Librarians and Counselors who are fully credentialed. (For implementation, see Rules and Regulations.)
- ** Anniversary Step

For the purpose of rating in Speech/Language Pathologists (SLPs):

Fully licensed Speech-Language Pathologists (credentialed or credential-pending***) will receive credit for all years of prior verified professional SLP experience working with children in a school, hospital or clinic licensed private practice setting shall be granted at the time of initial placement. If a current fully credentialed SLP was credited five years or less at the time he or she was hired, but had more, he or she shall be granted all additional years of service credit, effective January 1, 2016. Additional prior service credit shall not be owed retroactively.

For fully credentialed SLPs, additional prior service credit shall not be owed retroactively, but if a current fully credentialed SLP was only credited five years at the time he or she was hired, but had more, he or she shall be granted all additional years of service credit effective January 1, 2016.

- *** Applicant must have begun the process for credentialing at the time he or she begins work. A waiver shall be issued/obtained by the district so that the SLP may begin work at the beginning of the school year.

- **** Effective July 1, 2017

**EXHIBIT A-2: SALARY SCHEDULE FOR NON-CREDENTIAL CERTIFICATED
BARGAINING UNIT MEMBER**

BURBANK UNIFIED SCHOOL DISTRICT

**SALARY SCHEDULE FOR NON-CREDEDNTIALED CERTIFICATED
BARGAINING UNIT MEMBERS*
Effective July 1, 2023**

Salary Rating	Class I Bachelor's Degree	Class II Bachelor's Degree +15	Class III Bachelor's Degree +30	Class IV Bachelor's Degree +45	Class V Bachelor's Degree +60	Class VI Bachelor's Degree +75
1	55,004	55,004	57,424	59,841	62,265	64,686
2	55,004	57,260	59,680	62,102	64,523	66,938
3	55,004	59,458	61,880	64,300	66,718	69,136
4	55,004	61,717	64,134	66,556	68,974	71,393
5	55,004	63,914	66,339	68,756	71,178	73,595
6	55,004	66,194	68,589	71,013	73,431	75,847
7	57,424	68,372	70,792	73,210	75,464	78,049
8	59,841	70,625	73,044	75,464	77,885	80,304
9	62,380	72,822	75,244	77,663	80,087	82,507
10		75,077	77,497	79,918	82,336	84,761
11		77,281	79,697	82,118	84,536	86,690
12			81,951	84,377	86,792	89,217
13			84,153	86,577	88,996	91,416
14			86,411	88,829	91,250	93,667
15				91,031	93,452	96,584
18**				95,702	95,702	99,719
21**				97,907	97,907	102,800
24**						105,880

Notes: Employees hired on or after July 1, 2005 may not advance past the bold lines in Columns I, II and III.

For additional remuneration for which an employee may qualify, refer to Exhibit A-1: Salary Schedule for Certificated Bargaining Unit Members. Includes Teachers, Nurses, Librarians and Counselors who are not fully certificated (e.g. who have an emergency permit, intern permit, or waiver). For implementation, see Rules and Regulations.

** Anniversary Step

**EXHIBIT A-3: SALARY SCHEDULE FOR RETIRED CERTIFICATED
BARGAINING UNIT MEMBER**

BURBANK UNIFIED SCHOOL DISTRICT

**SALARY SCHEDULE FOR RETIRED CERTIFICATED
BARGAINING UNIT MEMBERS*
Effective July 1, 2023**

Salary Rating	Class I Bachelor's Degree	Class II Bachelor's Degree +15	Class III Bachelor's Degree +30	Class IV Bachelor's Degree +45	Class V Bachelor's Degree +60	Class VI Bachelor's Degree +75
1	56,602	56,603	55,605	56,606	58,802	60,336
2	56,603	56,605	56,606	57,930	60,186	62,440
3	56,605	56,606	57,722	59,977	62,236	64,495
4	56,606	57,566	59,825	62,081	64,341	66,597
5	56,607	59,615	61,879	64,133	66,394	68,648
6	56,608	61,747	63,979	66,239	68,493	70,750
7	56,613	63,777	66,033	68,290	70,550	72,804
8	56,614	65,878	68,137	70,394	72,649	74,910
9	58,187	67,931	70,186	72,445	74,705	76,961
10		70,033	72,288	74,554	76,806	79,063
11		72,088	74,341	76,597	78,856	81,113
12			76,447	78,704	80,959	83,222
13			78,496	80,756	83,012	85,271
14			80,605	82,859	85,118	87,372
15				84,908	87,168	90,095
18**					89,268	93,017
21**					91,325	95,889
24**						98,760

Notes: For additional remuneration for which an employee may qualify, refer to Exhibit A-1:
Salary Schedule for Certificated Bargaining Unit Members.

* Includes Teachers, Nurses, Librarians and Counselors who are fully certificated.
(For implementation see Rules and Regulations.)

* Anniversary Step

Retired Burbank Unified School District teachers rehired as temporary shall be placed in the same Column and on the same Step plus one (1) year as the Column and Step placement at the time of retirement. Non-Burbank Unified School District retired teachers hired pursuant to AB 18 shall be rated in as per Exhibit A-2.

**EXHIBIT A-4: RULES AND REGULATIONS FOR IMPLEMENTATION OF SALARY
SCHEDULE FOR CERTIFICATED BARGAINING UNIT MEMBERS**

BURBANK UNIFIED SCHOOL DISTRICT

**RULES AND REGULATIONS FOR IMPLEMENTATION OF
SALARY SCHEDULE FOR CERTIFICATED BARGAINING UNIT MEMBERS
Effective July 1, 2023**

1. **RATING IN.** This provision is entered into by and between the District and the Association as authorized by Education Code section 45028(b). Employees whose effective date of employment is prior to July 1, 1991, shall be granted a maximum amount of previous teaching credit of six years. Employees whose effective date of employment is on or after July 1, 1991, and prior to July 1, 1992, shall be granted a maximum amount of previous teaching credit of seven years. Employees whose effective date of employment is on or after July 1, 1992 and prior to July 1, 1994, shall be granted a maximum amount of previous teaching credit of eight years. Employees whose effective date of employment is on or after July 1, 1994, shall be granted a maximum amount of previous teaching credit of nine years. Employees whose effective date of employment is on or after July 1, 1995, shall be granted a maximum amount of previous teaching credit of ten years. Employees whose effective date of employment is on or after July 1, 1996, shall be granted a maximum amount of previous teaching credit of eleven years. Employees whose effective date of employment is on or after July 1, 1997, shall be granted a maximum amount of previous teaching credit of twelve years. Employees whose effective date of employment is on or after July 1, 1998, shall be granted a maximum amount of previous teaching credit of thirteen years. Employees whose effective date of employment is on or after July 1, 1999, shall be granted a maximum amount of previous teaching credit of fourteen years. Employees whose effective date of employment is on or after July 1, 2000, shall be granted a maximum amount of previous teaching credit of fifteen years. Employees whose effective date of employment is on or after July 1, 2005, shall be granted a maximum amount of previous teaching credit as follows: if rating in on Column I or II, four years; if rating in on Column III, nine years. The previous teaching is to be public school teaching experience or private or non-public school teaching experience, providing the certificated employee held a teaching credential valid in the state where the teaching was done at the time the teaching was done. To receive credit for teaching done outside the U.S.A., the candidate must have held a valid teaching credential in a state of the U.S.A. at the time said service was rendered or have their experience evaluated by the Superintendent or designee on an individual case basis for credit determination. For the purposes of this section, teaching experience shall be defined as any credentialed service including, but not limited to, teaching, speech and language, counseling, and school nursing.

For purposes of this section, a year is defined as at least 75% of the days school was in session. A year's experience may not be accumulated by combining two or more periods of teaching in different school years, even though these shorter periods may, when combined, total a school year.

Employees who have served in the District, have resigned, then are reemployed, shall have their salary schedule placement reflect service for which they had been previously credited.

Employees who have taught in an Adult School program on a full-time basis shall be placed on the Salary Schedule for Certificated Bargaining Unit Members in accordance with these

provisions and credited for those years of such Adult School service during which a valid credential was held.

2. **CREDIT FOR MILITARY OR PEACE CORPS SERVICE.** A maximum of one year of credit shall be granted for military experience or service in the Peace Corps.
3. **QUALIFYING FOR ANNUAL INCREMENT.** Each certificated employee shall qualify for an annual increment at the beginning of the school year providing service has been rendered to the District in other than day-to-day substitute status for seventy-five (75) percent of the days school was in session during the preceding school year. A certificated employee commencing employment with the District at the start of, or during, the second semester as a probationary, temporary, or as a long-term substitute employee, shall qualify for an annual increment (step advancement) at the beginning of the next subsequent second semester provided that during the preceding two semesters service has been rendered to the District for seventy-five (75) percent of the days school was in session.

A Certificated employee returning from a one-semester leave which does not provide for progress on the salary schedule shall qualify for an annual increment (step advancement) in February or September of the returning year following completion of a teaching period equivalent to the period spent on leave. Unit members shall retain this subsequently acquired anniversary date for future step increments.

4. **EVALUATION OF UNITS AND TRANSCRIPTS.** Evaluation of requests for units and of all transcripts affecting salaries are made as follows:
 - * To qualify for advancement on the salary schedule for the first semester of the school year, verification of the completion of work must be received and filed in Personnel Services on or before the first instructional day of the first semester.
 - * To qualify for advancement on the salary schedule for the second semester of the school year, verification of the completion of work must be received and filed in Personnel Services on or before the first instructional day of the second semester.
 - * Verification of work completed may be initially by a college or university document, such as by grade card, written and signed statement of the instructor, computer print-out, or unofficial transcript, containing the name(s) of the course(s), number of units, whether the units are quarter or semester, the grade earned (e.g. A-F, Pass/Fail, Credit/No Credit), and date and term (e.g. Fall 1997), provided, however, that an official transcript is submitted as soon thereafter as possible.

Progress on the salary schedule is made by submitting semester units. A quarter unit is counted as two-thirds of a semester unit.

Any fraction of units over one-half will be recognized as a whole unit when needed for a change of class at any point in the salary schedule. Acknowledgement of the submission of transcripts and other documents indicating the completion of college or university work will be provided in writing at the time these documents are submitted by the employee to the Department of Personnel Services.

5. **CLASS II REQUIREMENT.** Class II requires 15 units beyond the Bachelor's Degree. However, holders of a General Secondary credential or a Clear Standard Teaching credential with specialization in secondary or elementary teaching are eligible to be placed in Class II, even though credential requirements were fulfilled by taking work prior to the date of the granting of the Bachelor's Degree. Such credit earned before the date of the granting of the Bachelor's Degree cannot be credited for salary placement purposes. Credits recognized for placement on the salary schedule must have been earned after the date the Bachelor's Degree was granted.
6. **CLASS III REQUIREMENT.** Class III requires a Bachelor's Degree and 30 semester units.
7. **CLASS IV REQUIREMENT.** Class IV requires a Bachelor's Degree and 45 units.
8. **CLASS V REQUIREMENT.** Class V requires a Bachelor's Degree and 60 units.
9. **CLASS VI REQUIREMENT.** Class VI requires a Bachelor's Degree and 75 units.
10. **ANNIVERSARY STEP.** Personnel who have completed three (3) years of service at Step 15 in Class V or Class VI qualify for placement on the 18th year Anniversary Step. Personnel who have completed three (3) years of service on Step 18 in Class V or Class VI qualify for placement on the 21st Anniversary Step. Personnel who have completed three (3) years of service on Step 21 in Class VI qualify for placement on the 24th Anniversary Step.
11. **CLASS TRANSFER.** Transfer from Class to Class may be made by submitting evidence of completion of college or university units of upper division or graduate work, or of units taken to fulfill requirements to secure a credential. Lower division, correspondence, and extension course work shall be accepted for all Classes if approved by the Professional Advancement Committee on the basis of the value of the work undertaken related to current assignment and/or additional credential/certificate authorizations.

Nurses may earn three (3) quarter units or two (2) semester units for credit toward salary advancement for every 30 hours of continuing education taken within any two-year period of time to fulfill license renewal requirements.

All petitions requiring special consideration and all lower division, correspondence, or extension courses for which credit is desired must be reviewed by the Professional Advancement Committee and such applications **SHOULD BE SUBMITTED PRIOR TO TAKING THE WORK.**

12. **SPECIAL CREDENTIALS AND CLASS ADVANCEMENT.** Industrial education teachers holding the Special Secondary Limited Credential in Industrial Arts Education, a Preliminary Vocational Credential - Full Time, or the Special Secondary Vocational Class A Credential in Trade and Industrial and Public Service Education will be placed in Class I. For advancement on

the salary schedule, these credentials will be accepted as equivalent to a Bachelor's Degree when the requirements as listed in the Regulations Relating to Credential for Public School Service have been completed. Holders of this credential may advance to Class II upon completion of 15 units of upper division or graduate courses, to Class III upon completion of 30 units, to Class IV upon completion of 45 units, to Class V upon completion of 60 units, or to Class VI upon completion of 75 units.

Vocational experience of vocational education teachers may be used for rating in purposes if the following conditions are determined by the Superintendent or designee to be met: the experience is related to the field to which a teacher is assigned; such experience must have occurred after completion of an approved four-year learning period, and such learning period shall consist of an apprenticeship, a recognized equivalent occupational or collegiate-level preparation, or a combination of the two. One year of vocational experience used either for the learning period or step placement shall be cumulative over one or more calendar years and shall consist of 250 days.

13. **MOVEMENT FROM SALARY SCHEDULE A-1-NC TO SALARY SCHEDULE A-1.** The District shall accept a university issued "C-19" letter or equivalent as verification of successful completion of the credential requirements. A bargaining unit member who submits a university issued "C-19" letter or equivalent shall be placed on Salary Schedule A-1 at the accrued step provided that a credential is submitted as soon thereafter as possible. Placement on Salary Schedule A-1 shall be made effective the semester following the date of completion of the work for a credential, as verified by the college or university, but in no case shall the effective date of placement on Salary Schedule A-1 be retroactive to more than one (1) semester from the date of submission of the "C-19" letter or its equivalent to Personnel Services.
14. **TRUNCATION.** Step 5 in Class I, Step 5 in Class II, Step 10 in Class III and Step 15 in Class IV are the maximum steps for advancement in these Classes.
15. Effective July 1, 1980, Nurses, Librarians and Counselors are included on the Salary Schedule for Certificated Bargaining Unit Members.
16. Counselors, Nurses and Librarians shall be paid their daily rate of pay for days worked in excess of the approved work year.
17. **VOCATIONAL CREDENTIAL STIPEND.** Certificated employees who have a recognized vocational credential in addition to a Bachelor's Degree shall be paid an annual stipend of \$394 effective July 1, 1985.

EXHIBIT B-1: MONTHLY SALARY SCHEDULE FOR AROUND THE BELL TEACHERS CERTIFICATED BARGAINING UNIT MEMBERS

**BURBANK UNIFIED SCHOOL DISTRICT
SALARY SCHEDULE FOR AROUND THE BELL TEACHER CERTIFICATED
BARGAINING UNIT MEMBERS*
Effective July 1, 2023**

Salary Rating	Class I 20 or fewer Units	Class II 30-59 Units*	Class III 60-89 Units*	Class IV 90 or more Units*	Class V B.A. Degree or Higher*
1	3,452	3,538	3,149	3,307	3,467
2	3,622	3,713	3,307	3,467	3,646
3	3,804	3,898	3,467	3,646	3,825
4	3,988	4,092	3,646	3,825	4,018
5	4,193	4,301	3,825	4,018	4,213
6	4,399	4,513	4,018	4,213	4,426
7	4,621	4,736	4,213	4,426 3,307	4,652
8					4,881

* At least 24 of the units must be in Child Development

Anniversary Increment- Monthly certificated Around the Bell teachers who have earned 12 years of creditable service by the first day of the fiscal year will receive an anniversary increment of \$205 per creditable month. Monthly certificated Around the Bell teachers who have earned 16 years of creditable service by the first day of the fiscal year will receive an additional anniversary increment of \$205 per creditable month. Monthly certificated Around the Bell teachers who have earned 20 years of creditable service by the first day of the fiscal year will receive an additional anniversary increment of \$205 per creditable month. This amount will be prorated for a part-time teacher.

Overtime- When the Director requires a Around the Bell teacher to work in excess of eight (8) hours per day of in excess of forty (40) hours per week, that teacher shall receive compensation at one and one-half times the hourly equivalent of that teacher's regular salary rate. Around the Bell teachers whose regular assignments are less than forty (40) hours per week shall be paid at the hourly equivalent of their regular rate of pay if the Director requires them to work beyond their regularly scheduled hours, up to eight hours per day or forty hours per week, including attendance at Open House.

Split Shift- Regularly assigned Around the Bell teachers who are assigned a split shift shall be paid a \$95 differential per calendar month for such assignment. Split shift is defined as a work period divided into two parts that are separated by an interval for 30 minutes or longer.

EXHIBIT B-2: VACATION WITH PAY FOR AROUND THE BELL TEACHERS

BURBANK UNIFIED SCHOOL DISTRICT

**VACATION WITH PAY FOR AROUND THE BELL TEACHERS
Effective July 1, 2023**

Around the Bell teachers are entitled to an annual vacation with full pay. The school year beginning July 1 and ending June 30 shall be the basis for computing vacation allowance in accordance with the following schedule:

Years of Service in the Workdays Allowed for Vacation		
<u>Burbank Unified School District</u>	<u>12 Month Employees</u>	<u>9.5 Month Employees</u>
1 - 2 years	15 days	12 days
3 - 4 years	18 days	14.50 days
5 years or more	21 days	17 days

A calendar month of service, for the purpose of this policy, is defined as that in which the compensation payable for such month is equal to one-half or more of the monthly salary. Therefore, vacation days, holidays, and days of absence due to illness for which compensation is received under this and other rules and regulations of the Board of Education shall not affect the computation of vacation days under this policy. No credit shall be allowed for a calendar month when less than one-half of the monthly salary is payable.

Part-time Around the Bell Teachers shall be entitled to an annual vacation pro-rated in accordance with the vacation schedule shown above.

Earned vacation may be scheduled any time during the year but the District reserves the right to limit or deny requests for vacation leave when inconsistent with the District's work requirements as determined by the Superintendent or designee. Around the Bell Teachers shall request vacation leave in writing to the Superintendent or designee at least 10 working days prior to the date of requested leave. The District will respond not later than 5 working days after receipt of such requests for leave.

Accrued vacation shall be taken and carry-over shall be limited. The number of vacation days to be carried over has a limit of the number of days earned in one year. Employees shall not be entitled to earn or accrue additional vacation days above this limit.

For the purposes of computing vacation allowance, one year of Around the Bell teaching experience shall be granted for every two years of experience as an instructional aide when that experience has been in one of the District's Around the Bell programs.

**EXHIBIT B-3: RULES AND REGULATIONS FOR IMPLEMENTATION OF
MONTHLY SALARY SCHEDULE FOR AROUND THE BELL
TEACHERS CERTIFICATED BARGAINING UNIT MEMBERS**

BURBANK UNIFIED SCHOOL DISTRICT

**RULES AND REGULATIONS FOR IMPLEMENTATION OF
SALARY SCHEDULE FOR AROUND THE BELL TEACHER CERTIFICATED
BARGAINING UNIT MEMBERS**

Effective July 1, 2023

1. Three years of outside experience is the maximum amount of credit recognized for previous teaching. This is to be pre-Kindergarten teaching or public-school teaching experience from Kindergarten through Grade 6, providing the employee held a valid Around the Bell permit or teaching credential at the time the teaching was done.

For the purposes of rating-in only, one year of Around the Bell teaching experience shall be granted for every two years of experience as an instructional aide when that experience has been in one of the District's Around the Bell programs. If an Around the Bell instructional aide is hired as a Around the Bell teacher and the employee previously served in an Around the Bell II position for 75% or more of a year, year-for-year credit shall be granted for experience earned as an Around the Bell II aide.

A Burbank Unified School District Around the Bell instructional aide hired as a Around the Bell teacher shall be placed on the salary step that is equal to, or next in amount above, the compensation the employee received as an Around the Bell I instructional aide with placement restricted, however, to the Class applicable to the number of units earned.

2. A certificated employee in Class I, II, III, or IV shall qualify for an annual increment (step advancement) at the beginning of the year, July 1, provided that during the preceding year he or she has rendered service to the Around the Bells for 75% of the days that the centers were in session.

A certificated employee in Class V shall qualify for an annual increment at the beginning of the year, July 1, provided he or she rendered service to the Around the Bells for 75% of the days that the centers were in session.

A certificated employee commencing employment at the Around the Bells at the start of the second half of the school year, January 1, shall qualify for an annual increment (step advancement) at the next January 1, provided that during the preceding year he has met the requirements described above.

3. Evaluation of requests for units and for all transcripts affecting salaries are made as follows:
 - * To qualify for advancement on the salary schedule for the first half of the fiscal year, verification of the completion of work must be received and filed in Personnel Services on or before July 1.

- * To qualify for advancement on the salary schedule for the second half of the fiscal year, verification of the completion of work must be received and filed in Personnel Services on or before January 2.
- Verification of work completed may be initially by grade card or written and signed statement of the instructor, provided, however, that an official transcript is submitted as soon thereafter as possible.

Progress on the salary schedule is made by submitting semester units. A quarter unit is counted as two-thirds of a semester unit.

Any fraction of units over one-half will be recognized as a whole unit when needed for a change of class at any point in the salary schedule. Acknowledgement of the submission of transcripts and other documents indicating the completion of college or university work will be provided in writing at the time these documents are submitted by the employee to the Department of Personnel Services.

4. Progress on the salary schedule is limited to not more than one class per year.

EXHIBIT C: SALARY SCHEDULE FOR COACHING SERVICES

**BURBANK UNIFIED SCHOOL DISTRICT
SALARY SCHEDULE FOR COACHING SERVICES
Effective July 1, 2023**

The Board of Education will annually plan to include in the High School Interscholastic Program positions chosen from this list according to District Policy and budgetary allowances. All positions listed below are not necessarily funded. The amounts listed below are annual stipends.

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 10	STEP 15	STEP 20
Athletic Coordinator (1)	8,820	9,012	9,213	9,408	9,605	9,803	10,198	10,590	10,984
*Varsity Football (2)	4,918	5,115	5,309	5,508	5,707	5,904	6,303	6,690	7,088
*Assistant Varsity Football (2)	4,429	4,628	4,820	5,017	5,218	5,414	5,808	6,206	6,599
*Junior Varsity Football (2)	4,429	4,628	4,820	5,017	5,218	5,414	5,808	6,206	6,599
*Frosh Football (2)	4,429	4,628	4,820	5,017	5,218	5,414	5,808	6,206	6,599
Varsity (other sports)	4,429	4,628	4,820	5,017	5,218	5,414	5,808	6,206	6,599
Junior Varsity (other sports)	3,990	4,190	4,383	4,581	4,777	4,976	5,369	5,762	6,159
Soph, Frosh, Soph/Frosh (other sports)	3,990	4,190	4,383	4,581	4,777	4,976	5,369	5,762	6,159

****Note:** Total payment for football coaches includes reimbursement for services rendered before the opening of school.

Payment schedule for other specific sports:

Baseball (4)	Soccer (3)	Track (4)
Basketball (3)	Softball (4)	Volleyball (Fall) (2)
Cross Country (2)	Swimming (4)	Volleyball (Spring) (4)
Golf (Fall) (2)	Tennis (Fall) (2)	Water Polo (2)
Golf (Spring) (4)	Tennis (Spring) (4)	Water Polo (Winter) (2)

- (1) Will be paid in 11 equal payments from August through June.
- (2) Will be paid in 3 equal payments in August, September and October.
- (3) Will be paid in 3 equal payments in November, December and January.
- (4) Will be paid in 3 equal payments in February, March and April.
- (5) A stipend of \$227 will be paid to the Varsity Coach for each CIF playoff game in which his/her team participates, and a stipend of \$127 will be paid to each Assistant Coach for each CIF playoff game in which his/her team participates.

EXHIBIT D-1: HOURLY SALARY SCHEDULE FOR ADULT SCHOOL TEACHERS CERTIFICATED BARGAINING UNIT MEMBERS

BURBANK UNIFIED SCHOOL DISTRICT

**HOURLY SALARY SCHEDULE FOR ADULT SCHOOL TEACHER CERTIFICATED
BARGAINING UNIT MEMBERS***
Effective July 1, 2023

Step	Column I Non-Academic Standard Designated Subjects Credential	Column II Bachelor's Degree + 30 semester units or Academic Standard Designated Subjects Credential	Column III Bachelor's Degree + 60 semester units or Master's Degree + 45 semester units or Academic Standard Designated Subjects Credential + 25 semester Units
1	\$47.41	\$49.54	\$51.56
2	\$49.32	\$51.56	\$53.82
3	\$51.37	\$53.55	\$55.91
4	\$53.38	\$55.76	\$58.12
5	\$55.50	\$57.95	\$60.52
6	\$57.76	\$60.26	\$62.91
10*			\$65.46

Note: Progress on the salary schedule is made by submitting semester units.

* Anniversary Step

**EXHIBIT D-2: SALARY SCHEDULE FOR ADULT SCHOOL RESOURCE TEACHER
AND EVENING PROGRAM COORDINATOR CERTIFICATED
BARGAINING UNIT MEMBERS**

BURBANK UNIFIED SCHOOL DISTRICT

**SALARY SCHEDULE FOR ADULT SCHOOL RESOURCE TEACHER AND
EVENING PROGRAM COORDINATOR
CERTIFICATED BARGAINING UNIT MEMBERS*
Effective July 1, 2023**

<u>Step</u>	<u>Annual Rate</u>
1	\$77,233
2	\$80,324
3	\$83,530
4	\$86,874
5	\$90,346
6	\$93,961

**EXHIBIT D-3: RULES AND REGULATIONS FOR IMPLEMENTATION OF
HOURLY SALARY SCHEDULE FOR ADULT SCHOOL TEACHER
CERTIFICATED BARGAINING UNIT MEMBERS**

BURBANK UNIFIED SCHOOL DISTRICT

**RULES AND REGULATIONS FOR IMPLEMENTATION OF
ADULT SCHOOL CERTIFICATED HOURLY SALARY SCHEDULE
Effective July 1, 2023**

1. Employees whose effective date of employment is on or after July 1, 1992 shall be granted a maximum amount of previous teaching credit, or credit for outside experience related to the assignment, of two (2) years.
2. Adult school teachers who have taught 54 hours or more during the preceding school year will advance one step on the schedule.
3. Employees who have served in the Burbank Adult School and who have resigned or been laid off and then are reemployed, shall have their salary schedule placement reflect service for which they had been previously credited.

EXHIBIT E: HOURLY SALARY SCHEDULE FOR CAREER TECHNICAL EDUCATION TEACHERS CERTIFICATED BARGAINING UNIT MEMBERS

BURBANK UNIFIED SCHOOL DISTRICT

**HOURLY SALARY SCHEDULE FOR CAREER TECHNICAL EDUCATION
CERTIFICATED BARGAINING UNIT MEMBERS***
Effective July 1, 2023

STEP	HOURLY RATE
1	\$51.61
2	\$53.69
3	\$55.84
4	\$58.13
5	\$60.43

IMPLEMENTATION

- 1 Movement from step to step will be on the basis of two semesters service for one step movement.
- 2 Teachers will be rated in on this schedule up to an including the third step. Creditable service shall be either of the following or a combination thereof:
 - a. Teaching in a vocationally funded program requiring a vocational credential, on a year basis, as defined in paragraph 1 of Exhibit A-2
 - b. Employment within the last five years in vocational positions directly related to the course to be taught. Credit shall be on a year for year basis.
- 3 Burbank Adult School experience in the same subject area will be rated in on a year for year basis up to step five.
- 4 Permanent employees will be considered for any C.T.E. assignments before other candidates are considered.

EXHIBIT F: MISCELLANEOUS SALARY RATES
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BURBANK UNIFIED SCHOOL DISTRICT

MISCELLANEOUS SALARY RATES

Effective July 1, 2023

Summer School Teacher	53.46	per hour
Summer School Teacher – Severely Handicapped / Autism	66.99	per hour
Extended Summer School Teacher / Intersession Teacher	53.46	per hour
Summer School Teacher-Adult Education	54.14	per hour
Saturday Program Teacher	169.90	per day
Home Teacher	42.39	per hour
Day-to-Day Substitute*	206.45	per day
Day-to-Day Substitute (Spec Ed)*	216.78	per day
Curriculum Writing (K-12)	39.67	per hour
Other Hourly (K-12)	39.67	per hour
Curriculum Writing (Adult Education)	31.03	per hour
Other Hourly (Adult Education)	31.03	per hour
Intervention Teaching	53.46	per hour
Secondary Class Coverage	54.74	per class period
Elementary Class Coverage	54.74	per hour

When a unit member has covered another unit member's elementary class or students from another unit member's elementary class or students from another elementary class at the direction of an administrator compensation will be paid each time as shown above. When an elementary class must be divided into more than one class, students shall be divided equally, as much as possible, by the number of classes. Compensation will be based on Exhibit F; the hourly rate will be divided by the number of classrooms in which the students are placed.

Department Chairperson-High School**	1,735	per semester
Department Chairperson-Middle School**	1,735	per semester
Completion of Clear CTE Credential	1,870	one-time stipend
Professional Mentors**	2,245	per year for one mentee,
	4,490	per year for two mentees
Induction Mentors**	2,245	per year for one mentee,
	4,490	per year for two mentees
Lead Speech and Language Pathologist**	8,258	per year
Miscellaneous Unit Rate	1,538	per unit (may be applied as a percentage)

Regular Hourly Assignments (other than those specified elsewhere in this Agreement).
 Compensation of 16.7% of the unit member's daily rate based upon Exhibit A will be paid for each hour of professional assignment.

- * Pertains to bargaining unit members only
- ** May be prorated for partial term of service

EXHIBIT G: EXTRA COMPENSATION FOR CO/EXTRACURRICULAR ACTIVITIES
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BURBANK UNIFIED SCHOOL DISTRICT

EXTRA COMPENSATION FOR CO/EXTRACURRICULAR ACTIVITIES
Effective July 1, 2023

The school site shall annually plan to include positions chosen from this list according to District Policy, budgetary allowances, and site leadership decisions. The positions listed below are not necessarily funded.

High School Level Only	November	February	April	June
Category A				
Academic Decathlon	2,394	2,394		
Instrumental Music	1,427	1,427	1,427	1,427
Vocal Music	1,427	1,427	1,427	1,427
ASB Advisor*	1,427	1,427	1,427	1,427
Drama	1,197	1,197	1,197	1,197
Category B				
Drill Team	1,081	1,081	1,081	1,081
Spirit Squad	1,081	1,081	1,081	1,081
Newspaper	1,081	1,081	1,081	1,081
Yearbook	1,081	1,081	1,081	1,081
Forensics	1,081	1,081	1,081	1,081
Dance	1,081	1,081	1,081	1,081
Category C				
Culinary Arts – with Catering	521	521	521	521
ASB Advisor (Monterey)	521	521	521	521
CSF Sponsor	521	521	521	521
Mock Trial	521	521		
Middle School Level Only	November	February	April	June
ASB Advisor	688	688	688	688
Newspaper	521	521	521	521
Yearbook	521	521	521	521
Drama	576	576	576	576
Vocal Music	688	688	688	688
Instrumental Music	688	688	688	688
Spirit Squad	521	521	521	521
CJSF Sponsor	430	430	430	430
Culinary Arts – with Catering	521	521	521	521
Elementary School Level Only	November	February	April	June
Chorus	344	344	344	344
All Levels (Site Funded)	November	February	April	June
Club Advisor*	395**	395**	395**	395**

* Or portion thereof

EXHIBIT H: PAY SCHEDULE FOR CERTIFICATED HOURLY OR SPECIAL ASSIGNMENTS

**BURBANK UNIFIED SCHOOL DISTRICT
PAY SCHEDULE FOR CERTIFICATED HOURLY OR SPECIAL ASSIGNMENTS
Effective January 1, 2023**

School Playgrounds **Hourly Rate**

After School Playground Leader:

Middle School – Credential Required \$21.03

High School – Credential Required \$21.03

Summer Recreation **Hourly Rate**

Walk-On Coach I – Credential Required Minimum Wage

Walk-On Coach II – Credential Required \$21.03

EXHIBIT I: HEALTH AND WELFARE PREMIUMS

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2022**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Anthem HMO Select</u>			
Employee only	\$811.78	\$811.78	\$0.00
Two Party	\$1,623.55	\$1,212.00	\$411.55
Family	\$2,110.62	\$1,212.00	\$898.62
<u>PERS Anthem HMO Traditional</u>			
Employee only	\$1,122.68	\$1,122.68	\$0.00
Two Party	\$2,245.37	\$1,212.00	\$1,033.37
Family	\$2,918.98	\$1,212.00	\$1,706.98
<u>PERS Blue Shield Access+ HMO</u>			
Employee only	\$935.84	\$935.84	\$0.00
Two Party	\$1,871.69	\$1,212.00	\$659.69
Family	\$2,433.19	\$1,212.00	\$1,221.19
<u>PERS Blue Shield Trio</u>			
Employee only	\$801.76	\$801.76	\$0.00
Two Party	\$1,603.51	\$1,212.00	\$391.51
Family	\$2,084.57	\$1,212.00	\$872.57
<u>PERS Health Net Saludy Mas</u> (*Minimal Providers & Locations)			
Employee only	\$556.64	\$556.64	\$0.00
Two Party	\$1,113.29	\$1,113.29	\$0.00
Family	\$1,447.27	\$1,212.00	\$235.27
<u>PERS Health Net SmartCare</u>			
Employee only	\$917.95	\$917.95	\$0.00
Two Party	\$1,835.90	\$1,212.00	\$623.90
Family	\$2,386.68	\$1,212.00	\$1,174.68
<u>PERS Kaiser</u>			
Employee only	\$863.74	\$863.74	\$0.00
Two Party	\$1,727.47	\$1,212.00	\$515.47
Family	\$2,245.72	\$1,212.00	\$1,033.72
<u>PERS Unitedhealthcare</u>			
Employee only	\$926.22	\$926.22	\$0.00
Two Party	\$1,852.44	\$1,212.00	\$640.44
Family	\$2,408.17	\$1,212.00	\$1,196.17

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2022**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Gold 80/20</u>			
Employee only	\$690.67	\$690.67	\$0.00
Two Party	\$1,381.34	\$1,212.00	\$169.34
Family	\$1,795.75	\$1,212.00	\$583.75
<u>PERS Platinum 90/10</u>			
Employee only	\$1,036.04	\$1,036.04	\$0.00
Two Party	\$2,072.09	\$1,212.00	\$860.09
Family	\$2,693.71	\$1,212.00	\$1,481.71

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2022**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
DELTA DENTAL PPO			
Employee only	\$65.63	\$65.63	\$0.00
Two Party	\$136.08	\$65.63	\$70.45
Family	\$213.01	\$65.63	\$147.38
DELTA CARE HMO			
Employee or Family Composite	\$45.45	\$45.45	\$0.00
VISION SERVICE PLAN (VSP)			
Employee only	\$13.87	\$13.87	\$0.00
Two Party	\$30.03	\$13.87	\$16.16
Family	\$30.03	\$13.87	\$16.16
MUTUAL OF OMAHA			
Certificated	\$7.20	\$7.20	\$0.00
Management	\$4.80	\$4.80	\$0.00
Classified	\$4.80	\$4.80	\$0.00
CIGNA BEHAVIORAL Employee Assistance Plan (district paid)			
<small>Employees are automatically enrolled</small>			
Composite	\$2.27	\$2.27	\$0.00

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2023**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Anthem HMO Select</u>			
Employee only	\$885.49	\$885.49	\$0.00
Two Party	\$1,770.98	\$1,225.00	\$545.98
Family	\$2,302.28	\$1,225.00	\$1,077.28
<u>PERS Anthem HMO Traditional</u>			
Employee only	\$1,131.28	\$1,131.28	\$0.00
Two Party	\$2,262.55	\$1,225.00	\$1,037.55
Family	\$2,941.32	\$1,225.00	\$1,716.32
<u>PERS Blue Shield Access+ HMO</u>			
Employee only	\$885.95	\$885.95	\$0.00
Two Party	\$1,771.90	\$1,225.00	\$546.90
Family	\$2,303.46	\$1,225.00	\$1,078.46
<u>PERS Blue Shield Trio</u>			
Employee only	\$793.79	\$793.79	\$0.00
Two Party	\$1,587.58	\$1,225.00	\$362.58
Family	\$2,063.84	\$1,225.00	\$838.84
<u>PERS Health Net Salud y Mas</u>			
Employee only	\$727.61	\$727.61	\$0.00
Two Party	\$1,455.22	\$1,225.00	\$230.22
Family	\$1,891.78	\$1,225.00	\$666.78
<u>PERS Health Net SmartCare</u>			
Employee only	\$906.35	\$906.35	\$0.00
Two Party	\$1,812.70	\$1,225.00	\$587.70
Family	\$2,356.50	\$1,225.00	\$1,131.50
<u>PERS Kaiser</u>			
Employee only	\$905.57	\$905.57	\$0.00
Two Party	\$1,811.14	\$1,225.00	\$586.14
Family	\$2,354.47	\$1,225.00	\$1,129.47
<u>PERS UnitedHealthcare Signature Value Alliance</u>			
Employee only	\$948.55	\$948.55	\$0.00
Two Party	\$1,897.10	\$1,225.00	\$672.10
Family	\$2,466.24	\$1,225.00	\$1,241.24

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2023**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Gold PPO 80/20</u>			
Employee only	\$816.44	\$816.44	\$0.00
Two Party	\$1,632.89	\$1,225.00	\$407.89
Family	\$2,122.75	\$1,225.00	\$897.75
<u>PERS Platinum PPO 90/10</u>			
Employee only	\$1,191.11	\$1,191.11	\$0.00
Two Party	\$2,382.22	\$1,225.00	\$1,157.22
Family	\$3,096.88	\$1,225.00	\$1,871.88

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2023**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>DELTA DENTAL PPO</u>			
Employee only	\$66.94	\$66.94	\$0.00
Two Party	\$138.80	\$66.94	\$71.86
Family	\$217.27	\$66.94	\$150.33
<u>DELTA CARE HMO</u>			
Employee or Family Composite	\$45.45	\$45.45	\$0.00
<u>VISION SERVICE PLAN (VSP)</u>			
Employee only	\$12.98	\$12.98	\$0.00
Two Party	\$28.10	\$12.98	\$15.12
Family	\$28.10	\$12.98	\$15.12
<u>MUTUAL OF OMAHA</u>			
Certificated	\$7.20	\$7.20	\$0.00
Management	\$4.80	\$4.80	\$0.00
Classified	\$4.80	\$4.80	\$0.00
<u>CIGNA BEHAVIORAL</u>			
Employee Assistance Plan (district paid)			
<small>Employees are automatically enrolled</small>			
Composite	\$2.27	\$2.27	\$0.00

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2024**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

HMO Plans

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Anthem HMO Select</u>			
Employee only	\$1,009.36	\$1,009.36	\$0.00
Two Party	\$2,018.71	\$1,325.00	\$693.71
Family	\$2,624.33	\$1,325.00	\$1,299.33
<u>PERS Anthem HMO Traditional</u>			
Employee only	\$1,215.20	\$1,215.20	\$0.00
Two Party	\$2,430.41	\$1,325.00	\$1,105.41
Family	\$3,159.53	\$1,325.00	\$1,834.53
<u>PERS Blue Shield Access+ HMO</u>			
Employee only	\$907.98	\$907.98	\$0.00
Two Party	\$1,815.96	\$1,325.00	\$490.96
Family	\$2,360.75	\$1,325.00	\$1,035.75
<u>PERS Blue Shield Trio</u>			
Employee only	\$845.63	\$845.63	\$0.00
Two Party	\$1,691.26	\$1,325.00	\$366.26
Family	\$2,198.63	\$1,325.00	\$873.63
<u>PERS Health Net Salud y Mas</u>			
Employee only	\$756.16	\$756.16	\$0.00
Two Party	\$1,512.31	\$1,325.00	\$187.31
Family	\$1,966.01	\$1,325.00	\$641.01
<u>PERS Kaiser</u>			
Employee only	\$1,038.49	\$1,038.49	\$0.00
Two Party	\$2,076.98	\$1,325.00	\$751.98
Family	\$2,700.08	\$1,325.00	\$1,375.08
<u>PERS UnitedHealthcare Signature Value Alliance</u>			
Employee only	\$991.73	\$991.73	\$0.00
Two Party	\$1,983.46	\$1,325.00	\$658.46
Family	\$2,578.49	\$1,325.00	\$1,253.49
<u>PERS UnitedHealthcare Signature Value Harmony</u>			
Employee only	\$881.71	\$881.71	\$0.00
Two Party	\$1,763.42	\$1,325.00	\$438.42
Family	\$2,292.46	\$1,325.00	\$967.46

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2024**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

PPO Plans

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>PERS Gold PPO 80/20</u>			
Employee only	\$942.34	\$942.34	\$0.00
Two Party	\$1,884.67	\$1,325.00	\$559.67
Family	\$2,450.08	\$1,325.00	\$1,125.08
<u>PERS Platinum PPO 90/10</u>			
Employee only	\$1,357.76	\$1,325.00	\$32.76
Two Party	\$2,715.53	\$1,325.00	\$1,390.53
Family	\$3,530.18	\$1,325.00	\$2,205.18

**BURBANK UNIFIED SCHOOL DISTRICT
HEALTH AND WELFARE PREMIUMS
Effective January 1, 2024**

These rates reflect a 10thly premium.

Please Note – Your employee deduction amount will be larger if you work less than full time.

	Monthly Premium	Monthly District Contribution	Monthly Employee Deduction
<u>DELTA DENTAL PPO</u>			
Employee only	\$68.28	\$68.28	\$0.00
Two Party	\$141.58	\$68.28	\$73.30
Family	\$221.62	\$68.28	\$153.34
<u>DELTA CARE HMO</u>			
Employee or Family Composite	\$45.45	\$45.45	\$0.00
<u>VISION SERVICE PLAN (VSP)</u>			
Employee only	\$12.98	\$12.98	\$0.00
Two Party	\$28.10	\$12.98	\$15.12
Family	\$28.10	\$12.98	\$15.12
<u>MUTUAL OF OMAHA</u>			
Certificated	\$7.20	\$7.20	\$0.00
Management	\$4.80	\$4.80	\$0.00
Classified	\$4.80	\$4.80	\$0.00
<u>CIGNA BEHAVIORAL Employee Assistance Plan (district paid)</u>			
<small>Employees are automatically enrolled</small>			
Composite	\$1.89	\$1.89	\$0.00

EXHIBIT J-1: SCHOOL CALENDARS FOR 2022-2023

**Burbank Unified School District
K – 12 and Monterey Instructional Calendar for 2022-2023**

Fall Semester

Independence Day Holiday (All offices and schools closed July 4)	Monday, July 4
District Staff Development	August 8-10
Teacher Workdays	August 11, 12
Instruction Begins	Monday, August 15
Labor Day Holiday (All offices and schools closed).....	Monday, September 5
Back-to-School Night - Elementary Schools**	August 25
Back-to-School Night – Middle Schools**	September 8
Back-to-School Night - High Schools**	September 7
Minimum Teaching Day for Middle Schools	October 12
Veterans Day (All offices and schools closed).....	Friday, November 11
Elementary Schools Only: Non-student attendance: Parent-Teacher Conference	November 14
Elementary Schools Only: Minimum Days: Parent-Teacher Conferences.....	November 14 – 18
Non-Instructional Day	November 23
Thanksgiving Holidays (All offices and schools closed)	November 24, 25
Final Exam Schedule for Comprehensive High Schools	December 20, 21, 22
Minimum Teaching Day for Middle Schools	Friday Thursday, December 23 22
Minimum Teaching Day for Elementary	Friday, December 23
Semester Ends, Pupil Free Secondary/Shortened Day K-5	Friday, December 23
Winter Recess	December 26 – January 6

(All offices and schools closed December 26, 27 and January, 2, 3)

Spring Semester

School Reopens / Instruction Begins	Monday, January 9
Martin Luther King Day (All offices and schools closed).....	Monday, January 16
Lincoln Holiday (All offices and schools closed).....	Monday, February 13
President’s Day (All offices and schools closed)	Monday, February 20
Minimum Teaching Day for Middle Schools	February 22
Elementary Schools Only: Minimum Days: Parent-Teacher Conferences. February 21-February 27	
Open House - High Schools**	March 9
Open House - Elementary Schools**	March 8 or April 27
Open House - Middle Schools**	March 15
Spring Recess (All offices and schools closed March 23, 24***).....	March 20-24
School Reopens.....	Monday, March 27
Final Exam Schedule for Comprehensive High Schools	May 23, 24, 25
Minimum Day K-12 Semester Ends	Thursday, May 25
Teacher Work Day & Check-out	Friday, May 26
Memorial Day (All offices and schools closed)	Monday, May 29
Summer School Opens.....	Wednesday, June 5

** All schools have shortened days the day following Back to School Night and Open House

*** In lieu of Admission Day

Adopted April 21, 2022 by the Board of Education

Revised May 23, 2022

**2022-2023 BUSD Adult School
Instructional Calendar**

ESL Program

ESL Registration (Fall Session).....	August 8 - 11
Instruction Begins	August 15
All Staff Meeting (12:00-3:00 p.m.)	August 19
Open House – Adult School.....	August 24
Labor Day Holiday (All offices and schools closed)	September 5
Back-to-School Night - High Schools (No Adult Classes at BHS & JBHS).....	TBD
Veterans Day (All offices and schools closed)	November 11
Adult School – No Classes	November 23
Thanksgiving Holidays (All offices and schools closed).....	November 24, 25, 26
Fall Semester Ends	December 17
Winter Recess (ESL).....	December 19 – January 7
(All offices and school closed December 26, 27; January 2, 3)	
School Reopens, ESL Registration (Spring Session).....	January 9 - 12
Martin Luther King, Jr Day (All offices and schools closed)	January 16
Instruction Begins	January 17
Open House – Adult School.....	January 18
All Staff Meeting (12:00 – 3:00 p.m.).....	January 20
Lincoln Holiday (All offices and schools closed).....	February 13
Presidents’ Day (All offices and schools closed).....	February 20
Open House – High Schools (No Adult Classes at BHS & JBHS).....	TBD
Spring Recess (All offices and schools closed).....	March 20 – March 25
Spring Semester Ends (ESL).....	May 13
Memorial Day (All offices and schools closed).....	May 29

Academic Program

Instruction Begins (Learning Center).....	August 8
Instruction (Academic/ABE).....	August 15
All Staff Meeting (12:00-3:00 p.m.)	August 19
Open House – Adult School.....	August 24
Labor Day Holiday (All offices and schools closed)	September 5
Back-to-School Night - High Schools (No Adult Classes at BHS)	TBD
Veterans Day (All offices and schools closed)	November 11
Adult School – No Classes	November 23
Thanksgiving Holidays (All offices and schools closed).....	November 24, 25, 26
Fall Semester Ends (ABE, Learning Center and Academic)	December 17
Winter Recess (Academic).....	December 19 – January 6
(All offices and school closed December 26, 27; January 2, 3)	
School Reopens, Spring Semester Instruction Begins (Learning Center/ABE).....	January 9
Spring Semester Instruction Begins (Academic)	January 9
Martin Luther King, Jr Day (All offices and schools closed)	January 16
Open House – Adult School.....	January 18
All Staff Meeting (12:00 – 3:00 p.m.).....	January 20
Lincoln Holiday (All offices and schools closed).....	February 13
Presidents’ Day (All offices and schools closed).....	February 20
Open House – High Schools (No Adult Classes at BHS).....	TBD
Spring Recess (All offices and schools closed).....	March 20 – March 25
Graduation.....	May 24 May 17
Spring Semester Instruction Ends (Learning Center/ABE/Academic)	May 25
Memorial Day (All offices and schools closed).....	May 29

Adopted May 5, 2022 by the Board of Education
Revised August 18, 2022

2022-2023 BUSD Adult School Instructional Calendar

Parent Education Program

Instruction Begins (Parent Ed).....	August 15
All Staff Meeting (12:00-3:00 p.m.)	August 19
Open House – Adult School.....	August 24
Labor Day Holiday (All offices and schools closed)	September 5
Veterans Day (All offices and schools closed)	November 11
Adult School – No Classes	November 23
Thanksgiving Holidays (All offices and schools closed).....	November 24, 25, 26
Fall Semester Ends (Parent Ed).....	December 9
Winter Recess (Parent Ed)	December 12 – January 6
(All offices and school closed December 26, 27; January 2, 3)	
School Reopens, Spring Semester Instruction Begins (Parent Ed)	January 9
Martin Luther King, Jr Day (All offices and schools closed)	January 16
Open House – Adult School.....	January 18
All Staff Meeting (12:00 – 3:00 p.m.).....	January 20
Lincoln Holiday (All offices and schools closed)	February 13
Presidents’ Day (All offices and schools closed).....	February 20
Spring Recess (All offices and schools closed).....	March 20 – March 25
Spring Semester Instruction Ends (Parent Ed).....	May 12
Memorial Day (All offices and schools closed).....	May 29

EXHIBIT J-2: SCHOOL CALENDARS FOR 2023-2024

**Burbank Unified School District
K – 12 and Monterey Instructional Calendar for 2023-2024**

Fall Semester

Independence Day Holiday (All offices and schools closed July 4)	Tuesday, July 4
District Staff Development	August 7-9
Teacher Workdays.....	August 10, 11
Instruction Begins.....	Monday, August 14
Labor Day Holiday (All offices and schools closed).....	Monday, September 4
Back-to-School Night - Elementary Schools**.....	August 24
Back-to-School Night – Middle Schools**	September 6
Back-to-School Night - High Schools**	September 7
Minimum Teaching Day for Middle Schools.....	October 11
Veterans Day (All offices and schools closed).....	Friday, November 10
Elementary Schools Only: Non-student attendance: Parent-Teacher Conference	November 13
Elementary Schools Only: Minimum Days: Parent-Teacher Conferences.....	November 14 - 17
Non-Instructional Day	November 22
Thanksgiving Holidays (All offices and schools closed)	November 23, 24
Final Exam Schedule for Comprehensive High Schools.....	December 19, 20, 21
Minimum Teaching Day for Middle Schools.....	Thursday, December 21
Minimum Teaching Day for Elementary.....	Friday, December 22
Semester Ends, Pupil Free Secondary	Friday, December 22
Winter Recess	December 25 – January 5
(All offices and schools closed December 25, 26 and January 1, 2)	

Spring Semester

School Reopens / Instruction Begins.....	Monday, January 8
Martin Luther King Day (All offices and schools closed).....	Monday, January 15
Lincoln Holiday (All offices and schools closed).....	Monday, February 12
President’s Day (All offices and schools closed)	Monday, February 19
Minimum Teaching Day for Middle Schools.....	February 21
Elementary Schools Only: Minimum Days: Parent-Teacher Conferences.....	February 20 - 26
Open House - High Schools**.....	February 29
Open House - Elementary Schools**	March 6, April 25
Open House - Middle Schools**	March 14
Spring Recess (All offices and schools closed March 21, 22***).....	March 18-22
School Reopens.....	Monday, March 25
Final Exam Schedule for Comprehensive High Schools.....	May 21, 22, 23
Minimum Day K-12 Semester Ends.....	Thursday, May 23
Teacher Work Day & Check-out	Friday, May 24
Memorial Day (All offices and schools closed)	Monday, May 27
Summer School Opens.....	Monday, June 3
Juneteenth (All offices and schools closed).....	<u>Wednesday, June 19</u>

** All schools have shortened days the day following Back to School Night and Open House

*** In lieu of Admission Day

Adopted January 19, 2022 by the Board of Education
Revised April 10, 2023,
Revised May 8, 2023, **Revised May 26, 2023**

2023-24 BUSD Adult School Instructional Calendar

ESL Program

ESL Registration (Fall Session).....	August 7 - 10
Instruction Begins	August 14
All Staff Meeting (3:30-6:30 p.m.)	August 18
Labor Day Holiday (All offices and schools closed)	September 2 - 4
Back-to-School Night - High Schools (No Adult Classes at BHS)	September 7
Veterans Day (All offices and schools closed)	November 10 - 11
Adult School – No Classes	November 22
Thanksgiving Holidays (All offices and schools closed)	November 23 - 26
Fall Semester Ends	December 16
Winter Recess (ESL).....	December 18 – January 6
(All offices and school closed December 25, 26; January 1, 2)	
School Reopens, ESL Registration (Spring Session).....	January 8 - 11
Martin Luther King, Jr Day (All offices and schools closed)	January 13 - 15
Instruction Begins	January 16
All Staff Meeting (3:30-6:30 p.m.)	January 19
Lincoln Holiday (All offices and schools closed)	February 10 - 12
Presidents' Day (All offices and schools closed).....	February 17 - 19
Open House – High Schools (No Adult Classes at BHS)	March 7
Spring Recess (All offices and schools closed).....	March 18 – 23
Spring Semester Ends (ESL).....	May 24
Memorial Day (All offices and schools closed).....	May 25 - 27

Academic Program

Instruction Begins (HSD).....	August 7
Instruction Begins (ABE and HSE)	August 14
All Staff Meeting (3:30-6:30 p.m.)	August 18
Labor Day Holiday (All offices and schools closed)	September 2 - 4
Veterans Day (All offices and schools closed)	November 10 - 11
Adult School – No Classes	November 22
Thanksgiving Holidays (All offices and schools closed).....	November 23 - 26
Fall Semester Instruction Ends (ABE, HSD and HSE).....	December 22
Winter Recess (ABE, HSD and HSE).....	December 23 – January 6
(All offices and school closed December 25, 26; January 1, 2)	
School Reopens, Spring Semester Instruction Begins (HSD and HSE)	January 8
Martin Luther King, Jr Day (All offices and schools closed)	January 13 - 15
Spring Semester Instruction Begins (ABE)	January 16
All Staff Meeting (3:30-6:30 p.m.)	January 19
Lincoln Holiday (All offices and schools closed).....	February 10 - 12
Presidents' Day (All offices and schools closed).....	February 17 - 19
Spring Recess (All offices and schools closed).....	March 18 - 23
Graduation.....	May 22
Spring Semester Instruction Ends (ABE, HSD, and HSE)	May 24
Memorial Day (All offices and schools closed).....	May 25 - 27

Parent Education Program

Instruction Begins (Parent Ed)	August 14
All Staff Meeting (3:30-6:30 p.m.)	August 18
Labor Day Holiday (All offices and schools closed)	September 2 - 4
Veterans Day (All offices and schools closed)	November 10 - 11
Adult School – No Classes	November 22
Thanksgiving Holidays (All offices and schools closed)	November 23 - 26
Fall Semester Ends (Parent Ed).....	December 8
Winter Recess (Parent Ed)	December 9 – January 6
(All offices and school closed December 25, 26; January 1, 2)	
School Reopens, Spring Semester Instruction Begins (Parent Ed)	January 8
Martin Luther King, Jr Day (All offices and schools closed)	January 13 - 15
All Staff Meeting (3:30-6:30 p.m.)	January 19
Lincoln Holiday (All offices and schools closed).....	February 10 - 12
Presidents' Day (All offices and schools closed).....	February 17 - 19
Spring Recess (All offices and schools closed).....	March 18 - 23
Spring Semester Instruction Ends (Parent Ed).....	May 17
Memorial Day (All offices and schools closed).....	May 25 - 27

EXHIBIT K-1: EXAMPLES OF ELEMENTARY SCHOOL SCHEDULE OPTIONS

**BURBANK UNIFIED SCHOOL DISTRICT
EXAMPLES OF ELEMENTARY SCHEDULE OPTIONS**

The following schedules are examples of minimum and shortened schedules within the required minutes designated below. Some specific examples at the elementary level are:

- Shortened Days are used for Tuesdays, the day after Open House, the day after Back to School.
- Minimum Days are for Parent Conferences, and the last day of the semester.

For Grades 3, 4, and 5 there shall be no fewer than 54,001 Instructional Minutes per student.

- A Regular Instructional Day shall be 312 minutes
- A Shortened Instructional Day shall be 277 minutes
- A Minimum Instructional Day shall be 237 minutes

Grades 1 and 2 – Shortened Days – No Divided Opening

272 Instructional Minutes
20 Minute Recess (first recess)
43 Minute Lunch

Grades 1 and 2 – Minimum Days – No Divided Opening

Parent Conference Days
232 Instructional Minutes
20 Minute Recess
43 Minute Lunch

Last Day of the Semester
230 Instructional Minutes
10 Minute Recess
25 Minute Lunch

Grades 3, 4, and 5 – Shortened Days – No Divided Opening

277 Instructional Minutes
20 Minute Recess (first recess)
43 Minute Lunch

Grades 3, 4, and 5 – Minimum Days – No Divided Opening

Parent Conference Days
237 Instructional Minutes
20 Minute Recess
43 Minute Lunch

Last Day of the Semester
23 Instructional Minutes
10 Minute Recess
25 Minute Lunch

Kindergarten School Schedule Options

Kindergarten has the option to implement a no-divided opening or divided opening schedule. The School Site Council shall, by May 1st of each year, determine the school schedule preference for the 2024-2025 school year from the following list options.

- A. A Regular Day with No Divided Opening
 - 8:30am to 1:30pm
 - 257 Daily Instructional Minutes
 - 43 Daily Minutes for Lunch

- B. A Regular Day with Divided Opening
 - 8:30am to 1:30pm – Early Birds
 - 9:30am to 2:30pm – Late Birds
 - 257 Daily Instructional Minutes
 - 43 Daily Instructional Minutes for Lunch

- C. A Shortened Day with No Divided Opening
 - 8:30am to 1:00pm
 - 227 Daily Instructional Minutes
 - 43 Daily Instructional Minutes for Lunch

- D. A Shortened Day with Divided Opening
 - 8:30am to 1:00pm – Early Birds
 - 9:30am to 2:00pm – Late Birds
 - 227 Daily Instructional Minutes
 - 43 Daily Instructional Minutes for Lunch

- E. A Minimum Day with No Divided Opening
 - 8:30am to 12:30pm
 - 197 Daily Instructional Minutes
 - 43 Daily Instructional Minutes for Lunch

- F. A Minimum Day with Divided Opening
 - 8:30am to 12:30pm – Early Birds
 - 9:30am to 1:30pm – Late Birds
 - 197 Daily Instructional Minutes
 - 43 Daily Instructional Minutes for Lunch

- G. Last Day of Semester Schedule
 - 8:30am to 10:55am
 - 145 Daily Instructional Minutes
 - 25 Daily Instructional Minutes for Lunch



Bell Schedule

REGULAR SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Period 0 7:00-7:53	Period 0 7:00-7:53	Period 0 7:00-7:53	Period 0 7:00-7:53	Period 0 7:00-7:53
Advisory 8:00 - 8:20	Advisory 8:00 - 8:19	Advisory 8:00 - 8:20	Advisory 8:00 - 8:20	Advisory 8:00 - 8:20
Period 1 8:25 - 9:18	Period 2 8:24 - 9:10	Period 3 8:25 - 9:18	Period 4 8:25 - 9:18	Period 5 8:25 - 9:18
Period 2 9:23 - 10:16	Period 3 9:15 - 10:01	Period 4 9:23 - 10:16	Period 5 9:23 - 10:16	Period 6 9:23 - 10:16
Nutrition 10:16 - 10:28	Nutrition 10:01 - 10:13	Nutrition 10:16 - 10:28	Nutrition 10:16 - 10:28	Nutrition 10:16 - 10:28
Period 3 10:33 - 11:26	Period 4 10:18 - 11:04	Period 5 10:33 - 11:26	Period 6 10:33 - 11:26	Period 1 10:33 - 11:26
Period 4 11:31 - 12:24	Period 5 11:09 - 11:55	Period 6 11:31 - 12:24	Period 1 11:31 - 12:24	Period 2 11:31 - 12:24
Lunch 12:24 - 1:04	Lunch 11:55 - 12:35	Lunch 12:24 - 1:04	Lunch 12:24 - 1:04	Lunch 12:24 - 1:04
Period 5 1:09 - 2:02	Period 6 12:04 - 1:25	Period 1 1:09 - 2:02	Period 2 1:09 - 2:02	Period 3 1:09 - 2:02
Period 6 2:07 - 3:00	Period 1 1:30 - 2:15	Period 2 2:07 - 3:00	Period 3 2:07 - 3:00	Period 4 2:07 - 3:00

Minimum Day Schedule

Period order depends upon day of the week noted above.

Period 0 7:00-7:53
Period X 8:00-8:49
Period X 8:54-9:30
Period X 9:35-10:11
Period X 10:16-10:52
Brunch 10:52-11:12
Period X 11:17-11:52
Period X 11:57-12:32

Assembly Schedule

Period 0 7:00-7:53
Period 3 8:00-8:53
Period 4 8:58-9:44
Nutrition 9:44-9:57
Period 5 10:02-10:48
Period 6 10:53-11:39
Period 1 11:44-12:30
Lunch 12:30-1:10
Period 2A 1:15-2:05
Period 2B 2:10-3:00

Back to School Night/Open House

Period order depends upon the day of the week noted above.

Period 0 7:00-7:53
Period X 8:00-8:52
Period X 8:57-9:43
Nutrition 9:43-9:56
Period X 10:01-10:47
Period X 10:52-11:38
Lunch 11:38-12:18
Period X 12:23-1:09
Period X 1:14-2:00



Monday-Friday, Regular Schedule

MONDAY			TUESDAY			WEDNESDAY		
Period 0	7:00 - 7:55	55 minutes	Period 0	7:00 - 7:55	55 minutes	Period 0	7:00 - 7:55	55 minutes
Period 1	8:00 - 8:55	55 minutes	Period 2	8:00 - 8:52	52 minutes	Period 3	8:00 - 8:55	55 minutes
Period 2	9:00 - 9:52	52 minutes	Period 3	8:57 - 9:46	49 minutes	Period 4	9:00 - 9:52	52 minutes
Nutrition	9:52 - 10:06	14 minutes	Nutrition	9:46 - 10:00	14 minutes	Nutrition	9:52 - 10:06	14 minutes
Period 3	10:11 - 11:03	52 minutes	Period 4	10:05 - 10:54	49 minutes	Period 5	10:11 - 11:03	52 minutes
Period 4	11:08 - 12:00	52 minutes	Period 5	10:59 - 11:48	49 minutes	Period 6	11:08 - 12:00	52 minutes
Lunch	12:00 - 12:40	40 minutes	Lunch	11:48 - 12:28	40 minutes	Lunch	12:00 - 12:40	40 minutes
Period 5	12:46 - 1:38	52 minutes	Period 6	12:34 - 1:22	48 minutes	Period 1	12:46 - 1:38	52 minutes
Period 6	1:43 - 2:35	52 minutes	Period 1	1:27 - 2:15	48 minutes	Period 2	1:43 - 2:35	52 minutes
Muir Time	2:40 - 3:00	20 minutes				Muir Time	2:40 - 3:00	20 minutes

THURSDAY			FRIDAY		
Period 0	7:00 - 7:55	55 minutes	Period 0	7:00 - 7:55	55 minutes
Period 4	8:00 - 8:55	55 minutes	Period 5	8:00 - 8:55	55 minutes
Period 5	9:00 - 9:52	52 minutes	Period 6	9:00 - 9:52	52 minutes
Nutrition	9:52 - 10:06	14 minutes	Nutrition	9:52 - 10:06	14 minutes
Period 6	10:11 - 11:03	52 minutes	Period 1	10:11 - 11:03	52 minutes
Period 1	11:08 - 12:00	52 minutes	Period 2	11:08 - 12:00	52 minutes
Lunch	12:00 - 12:40	40 minutes	Lunch	12:00 - 12:40	40 minutes
Period 2	12:46 - 1:38	52 minutes	Period 3	12:46 - 1:38	52 minutes
Period 3	1:43 - 2:35	52 minutes	Period 4	1:43 - 2:35	52 minutes
Muir Time	2:40 - 3:00	20 minutes	Muir Time	2:40 - 3:00	20 minutes

Minimum Day Schedule

Minimum Day Schedule			
	Start Time	End Time	
Period X	8:00 AM	8:38 AM	0:38
Period X	8:43 AM	9:21 AM	0:38
Period X	9:26 AM	10:04 AM	0:38
Period X	10:09 AM	10:47 AM	0:38
Nutrition	10:47 AM	11:07 AM	0:20
Period X	11:12 AM	11:50 AM	0:38
Period X	11:55 AM	12:33 PM	0:38

2PM Dismissal and Thursday Assembly Schedule

2:00 P.M. DISMISSAL			THURSDAY ASSEMBLY SCHEDULE			
Period 0	7:00 - 7:55	55 minutes		Period 0	7:00 - 7:55	55 minutes
Period X	8:00 - 8:46	46 minutes		Period 4	8:00 - 8:51	51 minutes
Period X	8:51 - 9:37	46 minutes		Period 5	8:56 - 9:45	49 minutes
Nutrition	9:37 - 9:56	19 minutes		Nutrition	9:45 - 9:59	14 minutes
Period X	10:01 - 10:47	46 minutes		Period 6	10:04 - 10:53	49 minutes
Period X	10:52 - 11:38	46 minutes		Period 1	10:58 - 11:47	49 minutes
Lunch	11:38 - 12:18	40 minutes		Lunch	11:47 - 12:27	40 minutes
Period X	12:23 - 1:09	46 minutes		Period 2	12:33 - 1:22	49 minutes
Period X	1:14 - 2:00	46 minutes		A1 Per 3	1:27 - 2:11	44 minutes



2023-2024 BELL SCHEDULES

<u>Monday/Tuesday/Thursday</u>	<u>Wednesday/Friday</u>	<u>Tuesday(Early Release)</u>
Period 0 7:30 – 8:25 (55)	Period 0 7:30 – 8:25 (55)	Period 0 7:30 – 8:25 (55)
Period 1 8:30 – 9:27 (57)	Period 1 8:30 – 9:25 (55)	Period 1 8:30 – 9:15 (45)
Period 2 9:33 – 10:30 (57)	Period 2 9:30 – 10:25 (55)	Period 2 9:20 – 10:05 (45)
Nutrition 10:30 – 10:40 (10)	Nutrition 10:25 – 10:35 (10)	Nutrition 10:05 – 10:15 (10)
Period 3 10:46 – 11:43 (57)	Period 3/BHS TV 10:40 – 11:50 (70)	Period 3 10:20 – 11:05 (45)
Period 4 11:48 – 12:45 (57)	Period 4 11:55 – 12:50 (55)	Period 4 11:10 – 11:55 (45)
Lunch 12:45 – 1:25 (40)	Lunch 12:50 – 1:30 (40)	Lunch 11:55 – 12:35 (40)
Period 5 1:31 – 2:28 (57)	Period 5 1:35 – 2:30 (55)	Period 5 12:40 – 1:25 (45)
Period 6 2:33 – 3:30 (57)	Period 6 2:35 – 3:30 (55)	Period 6 1:30 – 2:15 (45)
		Staff Dev 2:20-3:30 (70)



JOHN BURROUGHS HIGH SCHOOL

2022 – 2023 Bell Schedule

DAY	PERIOD	TIME	MINUTES
Monday (Traditional)	0	7:30 am – 8:21 am	51
	1	8:30 am - 9:26 am	56
	2	9:32 am – 10:33 am	61
	Nutrition	10:33 am – 10:42 am	9
	3	10:48 am – 11:44 am	56
	4	11:50 am – 12:46 pm	56
	Lunch	12:46 pm – 1:26 pm	40
	5	1:32 pm – 2:28 pm	56
	6	2:34 pm – 3:30 pm	56
Tuesday Wednesday Thursday (Academic Excellence)	0	7:30 am – 8:21 am	51
	1	8:30 am – 9:21 am	51
	2	9:27 am – 10:22 am	55
	Nutrition	10:22 am – 10:31 am	9
	3	10:37 am – 11:28 am	51
	4	11:34 am – 12:25 pm	51
	AE	12:31 pm – 12:56 pm	25
	Lunch	12:56 pm – 1:36 pm	40
	5	1:42 pm – 2:33 pm	51
	6	2:39 pm – 3:30 pm	51
Friday (Traditional)	0	7:30 am – 8:21 am	51
	1	8:30 am - 9:26 am	56
	2	9:32 am – 10:33 am	61
	Nutrition	10:33 am – 10:42 am	9
	3	10:48 am – 11:44 am	56
	4	11:50 am – 12:46 pm	56
	Lunch	12:46 pm – 1:26 pm	40
	5	1:32 pm – 2:28 pm	56
	6	2:34 pm – 3:30 pm	56



JOHN BURROUGHS HIGH SCHOOL

Early Release Bell Schedule

DAY	PERIOD	TIME	MINUTES
Tuesday (Early Release)	0	7:30 am – 8:21 am	51
	1	8:30 am – 9:16 am	46
	2	9:22 am – 10:13 am	51
	Nutrition	10:13 am – 10:22 am	9
	3	10:28 am – 11:14 am	46
	4	11:20 am – 12:06 pm	46
	Lunch	12:06 pm – 12:46 pm	40
	5	12:52 pm – 1:38 pm	46
	6	1:44 pm – 2:30 pm	46

FINAL EXAMS SCHEDULE

2022-2023

FALL SEMESTER	SPRING SEMESTER
Tuesday – December 20, 2022	Tuesday – May 23, 2023
Wednesday – December 21, 2022	Wednesday – May 24, 2023
Thursday – December 22, 2022	Thursday – May 25, 2023

DAY	PERIOD	TIME	INSTRUCTIONAL MINUTES
Day 1	0	7:30 am – 8:24 am	56
	3	8:30 am – 10:28 am	118
	Nutrition	10:28 am – 10:56 am	28
	4	11:02 am – 1:00 pm	118
Day 2	0	7:30 am – 8:24 am	56
	2	8:30 am – 10:28 am	118
	Nutrition	10:28 am – 10:56 am	28
	5	11:02 am – 1:00 pm	118
Day 3	1	8:30 am – 10:28 am	118
	Nutrition	10:28 am – 10:56 am	28
	6	11:02 am – 1:00 pm	118

Instructional Minutes Worksheets

School Name: High Schools
 Academic Year: John Burroughs HS 2022/2023
 Prepared by: Dr. Matt Chambers
 Date: 4/16/2023

TOTAL FORMULAS			
Compliance	Calc.	Check	Difference
STATE MINUTES: 64,800	64,805	OK	+6
BYA MINUTES: 65,400	64,805	Add Time	-594
DAYS OF INSTRUCTION: 180	180	OK	+0
MINIMUM MINUTES PER SCHEDULE: 363		CHECK SCHEDULES	

Principal's Signature:  Date: 4/6/23

REGULAR DAY			
How many days will this schedule be used? 60			
Period	Start Time	End Time	
0	7:30 AM	8:21 AM	0:51
PASS	8:21 AM	8:30 AM	0:09
1	8:30 AM	9:26 AM	0:56
PASS	9:26 AM	9:32 AM	0:06
2	9:32 AM	10:33 AM	1:01
NUTRITION	10:33 AM	10:42 AM	0:09
PASS	10:42 AM	10:48 AM	0:06
3	10:48 AM	11:44 AM	0:56
PASS	11:44 AM	11:50 AM	0:06
4	11:50 AM	12:46 PM	0:56
LUNCH	12:46 PM	1:26 PM	0:40
PASS	1:26 PM	1:32 PM	0:06
5	1:32 PM	2:28 PM	0:56
PASS	2:28 PM	2:34 PM	0:06
6	2:34 PM	3:30 PM	0:56
Enter Excess Passing Minutes** 0			
Enter Lunch & Nutrition Minutes 49			

REGULAR W/ ACADEMIC EXCELLENCE			
How many days will this schedule be used? 89			
Period	Start Time	End Time	
0	7:30 AM	8:21 AM	0:51
PASS	8:21 AM	8:30 AM	0:09
1	8:30 AM	9:21 AM	0:51
PASS	9:21 AM	9:27 AM	0:06
2	9:27 AM	10:22 AM	0:55
NUTRITION	10:22 AM	10:31 AM	0:09
PASS	10:31 AM	10:37 AM	0:06
3	10:37 AM	11:28 AM	0:51
PASS	11:28 AM	11:34 AM	0:06
4	11:34 AM	12:25 PM	0:51
PASS	12:25 PM	12:31 PM	0:06
ACADEMIC EXCELLENCE	12:31 PM	12:36 PM	0:05
LUNCH	12:36 PM	1:36 PM	0:40
PASS	1:36 PM	1:42 PM	0:06
5	1:42 PM	2:33 PM	0:51
PASS	2:33 PM	2:39 PM	0:06
6	2:39 PM	3:30 PM	0:51
Enter Excess Passing Minutes** 0			
Enter Lunch & Nutrition Minutes 49			

Back to School/Open House/ Early Release			
How many days will this schedule be used? 20			
Period	Start Time	End Time	
0	7:30 AM	8:21 AM	0:51
PASS	8:21 AM	8:30 AM	0:09
1	8:30 AM	9:16 AM	0:46
PASS	9:16 AM	9:22 AM	0:06
2	9:22 AM	10:13 AM	0:51
NUTRITION	10:13 AM	10:22 AM	0:09
PASS	10:22 AM	10:28 AM	0:06
3	10:28 AM	11:14 AM	0:46
PASS	11:14 AM	11:20 AM	0:06
4	11:20 AM	12:06 PM	0:46
LUNCH	12:06 PM	12:46 PM	0:40
PASS	12:46 PM	12:52 PM	0:06
5	12:52 PM	1:38 PM	0:46
PASS	1:38 PM	1:44 PM	0:06
6	1:44 PM	2:30 PM	0:46
Enter Excess Passing Minutes** 0			
Enter Lunch & Nutrition Minutes 49			

TOTALS	
Hours per Day	6:11
Minutes per Day	371
Schedule falls below minimum Minutes	FALSE
Minutes Annually	22,260

TOTALS	
Hours per Day	6:11
Minutes per Day	371
Schedule falls below minimum Minutes	FALSE
Minutes Annually	33,019

TOTALS	
Hours per Day	5:11
Minutes per Day	311
Schedule falls below minimum Minutes	TRUE
Minutes Annually	6,220

List Dates & Days of the week.
 Days of week: Mon, Fri
 List Dates: 8/15/2022 - 5/25/2023

List Dates & Days of the week.
 Days of Week: Mon, Wed, Thu, & Tue, Wed, Thu
 List Dates: 8/15/2022-5/25/2023

List Dates & Days of the week.
 Days of Week: Wed, Thu & Tue
 List Dates: 9/7, 9/9 & 9/15/2022-12/23/2022

Assembly/Disaster Drill				1
How many days will this schedule be used?				
Period	Start Time	End Time		
0	7:30 AM	8:21 AM	0:51	
PASS	8:21 AM	8:30 AM	0:09	
1	8:30 AM	9:16 AM	0:46	
NUTRITION	9:16 AM	9:25 AM	0:09	
PASS	9:25 AM	9:31 AM	0:06	
2	9:31 AM	10:20 AM	0:49	
DISASTER DRILL	10:20 AM	11:20 AM	1:00	
PASS	11:20 AM	11:26 AM	0:06	
3	11:26 AM	12:12 PM	0:46	
PASS	12:12 PM	12:18 PM	0:06	
4	12:18 PM	1:04 PM	0:46	
LUNCH	1:04 PM	1:44 PM	0:40	
PASS	1:44 PM	1:50 PM	0:06	
5	1:50 PM	2:37 PM	0:47	
PASS	2:37 PM	2:43 PM	0:06	
6	2:43 PM	3:30 PM	0:47	
Enter Excess Passing Minutes**				0
Enter Lunch & Nutrition Minutes				49

TOTALS	
Hours per Day	6:11
Minutes per Day	371
Schedule falls below minimum Minutes	FALSE
Minutes Annually	371

List Dates & Days of the week.

Days of Week	Thu
List Dates	10/20/2022

Pep Rally (Shortened Assembly) Schedule				2
How many days will this schedule be used?				
Period	Start Time	End Time		
0	7:30 AM	8:21 AM	0:51	
PASS	8:21 AM	8:30 AM	0:09	
1	8:30 AM	9:18 AM	0:48	
PASS	9:18 AM	9:24 AM	0:06	
2	9:24 AM	10:12 AM	0:48	
NUTRITION	10:12 AM	10:21 AM	0:09	
PASS	10:21 AM	10:27 AM	0:06	
3	10:27 AM	11:15 AM	0:48	
PASS	11:15 AM	11:21 AM	0:06	
4	11:21 AM	12:09 PM	0:48	
PASS	12:09 PM	12:15 PM	0:06	
RALLY	12:15 PM	1:03 PM	0:48	
LUNCH	1:03 PM	1:43 PM	0:40	
PASS	1:43 PM	1:49 PM	0:06	
5	1:49 PM	2:37 PM	0:48	
PASS	2:37 PM	2:43 PM	0:06	
6	2:43 PM	3:30 PM	0:47	
Enter Excess Passing Minutes**				0
Enter Lunch & Nutrition Minutes				49

TOTALS	
Hours per Day	6:11
Minutes per Day	371
Meets Minimum Minutes	FALSE
Minutes Annually	742

List Dates & Days of the week.

Days of Week	Fri, Thu
List Dates	10/28/2022 & 4/13/2023

Final Exam Schedule				6
How many days will this schedule be used?				
Period	Start Time	End Time		
0	7:30 AM	8:21 AM	0:51	
PASS	8:21 AM	8:30 AM	0:09	
3, 4, 1	8:30 AM	10:28 AM	1:58	
NUTRITION	10:28 AM	10:56 AM	0:28	
PASS	10:56 AM	11:02 AM	0:06	
4, 5, 6	11:02 AM	1:00 PM	1:58	
Enter Excess Passing Minutes**				0
Enter Lunch & Nutrition Minutes				28

TOTALS	
Hours per Day	4:02
Minutes per Day	242
Meets Minimum Minutes	TRUE
Minutes Annually	1,452

List Dates & Days of the week.

Days of Week	Tue, Wed, Thu
List Dates	12/20/22-12/22/22 & 5/23/23-5/25/23

Continuum for Excellence

PERFORMANCE CRITERIA	Not Applicable	Does Not Meet Standards	Meets Standards	Exceeds Standards	Supporting Statements/Recommendations
STANDARD 3: Standard for Understanding and Organizing Subject Matter for Student Learning					
3.1 Demonstrating knowledge of subject matter and student development					
3.2 Operating curriculum to support student understanding of subject matter					
3.3 Interrelating ideas and information within and across subject matter areas					
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter					
3.5 Using materials, resources, and technologies to make subject matter accessible to students					
STANDARD 4: Standard for Planning Instruction and Designing Learning Experiences for All Students					
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs					
4.2 Establishing and articulating goals for student learning					
4.3 Developing and sequencing instructional activities and materials for student learning					
4.4 Designing short-term and long-term plans to foster student learning					
4.5 Modifying instructional plans to adjust for student needs					
STANDARD 5: Standard for Assessing Student Learning					
5.1 Establishing and communicating learning goals for all students					
5.2 Collecting and using multiple sources of information to assess student learning					
5.3 Involving and guiding all students in assessing their own learning					
5.4 Using the results of assessment to guide instruction					
5.5 Communicating with students, families, and other audiences about student progress					
STANDARD 6: Standard for Developing as a Professional Educator					
6.2 Establishing professional goals and pursuing opportunities to grow professionally					
6.5 Working with colleagues to improve professional practice					

Last	First	Date	Position
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CONFERENCE SUMMARY:

The evaluatee's signature is an acknowledgment that the document has been received and does not constitute an endorsement of this evaluation. The evaluatee has the right to submit an additional written response, which shall be attached to this document.

Evaluators Signature

Date

Evaluatee's Signature

Date

THIS DOCUMENT WILL BE PLACED IN YOUR PERSONNEL FILE.

**CONTINUUM FOR EXCELLENCE
CERTIFICATED – CLASSROOM TEACHER**

1 DESCRIPTION OF PRACTICE FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING			
ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.	<ul style="list-style-type: none"> ○ Does not effectively elicit student questions or comments during lessons. ○ Makes no connections between classroom learning and students' prior knowledge, life experiences, and interests. 	<ul style="list-style-type: none"> ○ Elicits questions from students during lessons to monitor their understanding. ○ Connects classroom learning to students' prior knowledge, life experiences, and interests. 	<ul style="list-style-type: none"> ○ Builds on students' questions and comments during lessons to modify instruction. ○ Integrates classroom learning with students' prior knowledge, life experiences, and interests.
1.2 Using a variety of instructional strategies to respond to students' diverse needs.	<ul style="list-style-type: none"> ○ Uses ineffective instructional strategies. ○ Fails to modify or adjust instruction to respond to students' needs. ○ Does not ask effective questions and/or facilitate discussion. 	<ul style="list-style-type: none"> ○ Uses instructional strategies appropriate to students' needs. ○ Chooses and modifies strategies that make the subject matter understandable to students. ○ Asks questions and/or facilitates discussion to clarify student thinking. 	<ul style="list-style-type: none"> ○ Creates and uses a variety of instructional strategies to engage all students in learning. ○ Consistently asks questions and/or facilitates discussions to clarify and extend students' thinking.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.	<ul style="list-style-type: none"> ○ Directs most learning experiences. Does not permit student autonomy, interaction, or choice. ○ Does not provide opportunities for independent and/or collaborative learning. ○ Does not monitor and support student decisions about managing their time, materials, and academic progress. ○ Does not encourage student interaction. 	<ul style="list-style-type: none"> ○ Directs most learning experiences, allowing some student autonomy, interaction, and choice. ○ Provides some opportunities for independent and collaborative learning. ○ Monitors and supports student decisions about managing their time, materials, and academic progress. ○ Provides some grouping to promote student interactions and learning. 	<ul style="list-style-type: none"> ○ Facilitates learning experiences to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of learning. ○ Provides opportunities for independent and collaborative learning. ○ Instructs students in how to make decisions about their time, materials, and academic progress. ○ Promotes student interaction by creating and monitoring appropriate interactive and flexible grouping activities.
1.4 Engaging students in problem solving, critical thinking, and other activities that make	<ul style="list-style-type: none"> ○ Does not engage students in problem solving, analysis, critical thinking or inquiry. 	<ul style="list-style-type: none"> ○ Provides learning opportunities and support to engage students in problem solving, critical thinking, 	<ul style="list-style-type: none"> ○ Provides learning opportunities that extend student thinking, and engages and supports all students in problem posing, problem solving, critical thinking, inquiry, and analysis of subject matter and

<p>subject matter meaningful.</p>	<ul style="list-style-type: none"> ○ Uses limited strategies to make subject matter meaningful. 	<p>analyzing subject matter concepts and questions.</p> <ul style="list-style-type: none"> ○ Teaches learning strategies and procedures to help students make subject matter meaningful 	<p>interdisciplinary concepts and questions.</p> <ul style="list-style-type: none"> ○ Uses engaging methods to teach learning strategies and procedures to help students learn, practice, internalize, and apply content.
<p>1.5 Promoting self-directed, reflective learning for all students.</p>	<ul style="list-style-type: none"> ○ Provides no opportunities for students to initiate their learning or monitor their work not provided. ○ Does not effectively teach strategies to find information and gain knowledge. 	<ul style="list-style-type: none"> ○ Provides some opportunities for student self-direction and reflection. ○ Teaches strategies to find information and gain knowledge. 	<ul style="list-style-type: none"> ○ Encourages student self-direction, self-reflection, and self-evaluation. ○ Helps students develop strategies to find information, gain knowledge, and evaluate the usefulness of what they find.

2

DESCRIPTION OF PRACTICE FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
2.1 Creating a physical environment that engages all students.	<ul style="list-style-type: none"> Does not meet safety requirements or support an effective teaching and learning environment. Does not facilitate access to classroom resources and materials. 	<ul style="list-style-type: none"> Arranges the physical environment for safety and accessibility and makes resources and materials accessible to students. Displays student work or other appropriate content-related material in the classroom. 	<ul style="list-style-type: none"> Arranges the physical environment for safety and accessibility to facilitate constructive interaction and purposeful engagement of students in learning activities. Creates a classroom environment that promotes effective individual and /or collaborative work for all students. Allows student access to materials and incorporates responsibility for their use in the classroom routine.
2.2 Establishing a climate that promotes fairness and respect.	<ul style="list-style-type: none"> Allows a classroom climate characterized by unfairness and/or disrespect, either between the teacher and students or among students. Responds to student behavior unfairly and/or inconsistently. 	<ul style="list-style-type: none"> Provides a climate of fairness, caring, and respect. Responds to student behavior fairly and consistently. Models equitable, respectful relationships through positive verbal and nonverbal interactions. 	<ul style="list-style-type: none"> Maintains an environment in which all students demonstrate caring, respectful, and equitable relationships with each other and the teacher. Consistently responds to student behavior in a fair manner that focuses on the behavior itself and treats the student(s) with respect.
2.3 Promoting social development and group responsibility.	<ul style="list-style-type: none"> Does not promote social development, self-esteem, and/or diversity among students. Does not promote students' sense of responsibility for each other. 	<ul style="list-style-type: none"> Uses activities to develop student communication skills, group responsibility, and a sense of community. Promotes respect for individual differences among students. Promotes opportunities for students to take risks. 	<ul style="list-style-type: none"> Establishes and maintains classroom communities in which students respect each other's differences, assume leadership roles, and are responsible for themselves and their peers. Facilitates students working independently and collaboratively.
2.4 Establishing and maintaining standards for student behavior.	<ul style="list-style-type: none"> Does not set clear behavior expectations for the students and/or fails to convey classroom expectations to students. 	<ul style="list-style-type: none"> Provides clear standards for behavior. Reinforces expectations and implements consequences. Circulates during activities to monitor student behavior. 	<ul style="list-style-type: none"> Develops standards for behavior collaboratively with students. Circulates, monitors, and interacts with students during instruction and activities.
2.5 Planning and implementing classroom procedures and routines.	<ul style="list-style-type: none"> Does not establish or reinforce classroom procedures and routines. 	<ul style="list-style-type: none"> Maintains clear and equitable rules, routines, and procedures and modifies as needed. 	<ul style="list-style-type: none"> Establishes procedures and routines that work smoothly, with no loss of instructional time.
2.6 Using instructional time effectively	<ul style="list-style-type: none"> Plans learning activities that are rushed or too long Allows confusing or disorganized transitions, resulting in loss of instructional time. 	<ul style="list-style-type: none"> Provides adequate time for students to complete learning activities and paces instruction to maintain engagement. Uses transitions to support student engagement. 	<ul style="list-style-type: none"> Paces instruction to provide time to review, synthesize, and close lessons. Ensures that classroom time, including transitions, is used effectively to maximize student learning/engagement.

3 DESCRIPTION OF PRACTICE FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			
ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.1 Demonstrating knowledge of subject matter and student development	<ul style="list-style-type: none"> ○ Does not adequately support student learning. ○ Does not demonstrate adequate knowledge of subject matter or student development. 	<ul style="list-style-type: none"> ○ Demonstrates current working knowledge of subject matter and content standards ○ Applies basic principles of student development to support students' learning. 	<ul style="list-style-type: none"> ○ Demonstrates thorough working knowledge of subject matter to engage all students.
3.2 Organizing curriculum to support student understanding of subject matter	<ul style="list-style-type: none"> ○ Does not connect new content to previous learning. ○ Organizes curriculum poorly and rarely demonstrates concepts, themes and skills. 	<ul style="list-style-type: none"> ○ Organizes and sequences themes, concepts, and skills within specific content areas to facilitate student understanding and to reflect grade-level standards and district goals. 	<ul style="list-style-type: none"> ○ Organizes and adapts curriculum to facilitate an in-depth understanding of themes, concepts, and skills in each content area and demonstrates relationship across the curriculum.
3.3 Interrelating ideas and information within and across subject matter	<ul style="list-style-type: none"> ○ Does not relate ideas and information across subject matter areas. 	<ul style="list-style-type: none"> ○ Uses activities and materials to integrate key concepts and information within the curriculum. 	<ul style="list-style-type: none"> ○ Identifies and integrates key concepts and themes within and across curriculum to make connections between concepts, prior learning, and students' lives.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	<ul style="list-style-type: none"> ○ Does little to match subject matter content or concepts with instructional strategies. 	<ul style="list-style-type: none"> ○ Uses appropriate instructional strategies to encourage critical thinking and develop connections between concepts within and across subject areas. 	<ul style="list-style-type: none"> ○ Uses a repertoire of instructional strategies that challenge all students to think deeply and critically, construct their own understanding of curriculum, and develop enthusiasm for subject matter.
3.5 Using materials, resources, and technologies to make subject matter accessible to students.	<ul style="list-style-type: none"> ○ Uses instructional materials, resources and technologies inappropriately or ineffectually. 	<ul style="list-style-type: none"> ○ Selects and uses relevant instructional materials, resources and technologies to present concepts in subject area. 	<ul style="list-style-type: none"> ○ Integrates a range of instructional materials, resources, and technologies into the curriculum to extend students' understanding of content and concepts.

4**DESCRIPTION OF PRACTICE FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
4.1 Drawing on and valuing student's backgrounds, interest, and developmental learning needs.	<ul style="list-style-type: none"> ○ Does not match instructional plans to reflect students' backgrounds, interests, and/or developmental needs. 	<ul style="list-style-type: none"> ○ Uses students' prior knowledge or experiences, developmental needs, interests and diverse backgrounds in instructional planning. 	<ul style="list-style-type: none"> ○ Designs and adapts instruction to build on students' prior knowledge, development, and diversity. ○ Challenges all students to learn at their own developmental level.
4.2 Establishing and articulating goals for student learning	<ul style="list-style-type: none"> ○ Does not establish or articulate clear standards and goals. 	<ul style="list-style-type: none"> ○ Establishes instructional goals according to the content standards. ○ Articulates goals to students. 	<ul style="list-style-type: none"> ○ Articulates short- and long-term goals with high expectations for learning and designs activities so that all students participate in setting and achieving the goals.
4.3 Developing and sequencing instructional activities and materials for student learning	<ul style="list-style-type: none"> ○ Does not engage students in meaningful learning through use of appropriate instructional activities and materials 	<ul style="list-style-type: none"> ○ Implements instructional activities and materials that are appropriate for students and engages them in meaningful learning. 	<ul style="list-style-type: none"> ○ Differentiates instructional activities and materials to engage all students in meaningful learning. ○ Encourages further exploration of ideas and content based on student interest.
4.4 Designing short-term and long-term plans to foster student learning.	<ul style="list-style-type: none"> ○ Implements lesson plans that have little or no relation to long-term goals ○ Adheres to unit plans that have little recognizable structure. 	<ul style="list-style-type: none"> ○ Utilizes short- and long-term goals that have a coherent structure. ○ Implements well-sequenced lessons that promote understanding of concepts. 	<ul style="list-style-type: none"> ○ Utilizes short- and long-term goals to sequence instruction to help students synthesize and apply new knowledge and to see relationships and connections within and across subject matter areas.
4.5 Modifying instructional plans to adjust for student needs.	<ul style="list-style-type: none"> ○ Does not modify instructional plans, in spite of evidence that modifications would improve student learning. 	<ul style="list-style-type: none"> ○ Modifies instructional plans, as needed, to enhance student learning based on formal and informal assessment. 	<ul style="list-style-type: none"> ○ Modifies instructional plans, as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.

5**DESCRIPTION OF PRACTICE FOR ASSESSING STUDENT LEARNING**

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
5.1 Establishing and communicating learning goals for all students	<ul style="list-style-type: none"> ○ Establishes and communicates few or no learning goals to students or families. 	<ul style="list-style-type: none"> ○ Establishes learning goals in relation to student needs and District expectations. ○ Consistently communicates with students and families. 	<ul style="list-style-type: none"> ○ With input from students and families, establishes learning goals that are appropriate to students' needs and District expectations. ○ Communicates goals to students and families.
5.2 Collecting and using multiple sources of information to assess student learning	<ul style="list-style-type: none"> ○ Does not demonstrate knowledge of how to gauge what students know. 	<ul style="list-style-type: none"> ○ Uses a variety of assessments to determine what and how students are learning. 	<ul style="list-style-type: none"> ○ Uses a variety of sources to collect information about student learning and a wide range of appropriate informal and/or formal assessment strategies to understand student progress. ○ Consistently uses assessment tools that match instructional goals.
5.3 Involving and guiding all students in assessing their own learning	<ul style="list-style-type: none"> ○ Does not encourage students to self-reflect or assess their own work. ○ Does not assist students in using assessment data to monitor their own progress and goals. 	<ul style="list-style-type: none"> ○ Involves all students in assessing their own learning. 	<ul style="list-style-type: none"> ○ Engages all students in practicing self- and peer assessment, self-reflection, identifying their own learning goals, and monitoring their progress over time.
5.4 Using the results of assessment to guide instruction	<ul style="list-style-type: none"> ○ Provides no evidence of using data to plan or adjust instruction. 	<ul style="list-style-type: none"> ○ Uses a range of assessment results or data to plan and modify instruction. 	<ul style="list-style-type: none"> ○ Continually assesses all students' progress in the context of on-going instruction to extend and/or modify learning.
5.5 Communication with students, families, and other audiences about student progress	<ul style="list-style-type: none"> ○ Provides unclear or limited information about student learning to students, families, and/or support personnel other than report cards. 	<ul style="list-style-type: none"> ○ Exchanges information about student learning with students, families, and/or support personnel to promote understanding and academic progress. 	<ul style="list-style-type: none"> ○ On a regular basis, exchanges clear and detailed information about student learning with students, families, and support personnel to promote understanding and encourage academic progress.

6**DESCRIPTION OF PRACTICE FOR DEVELOPING
AS A PROFESSIONAL EDUCATOR**

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
6.2 Establishing professional goals and pursuing opportunities to grow professionally	<ul style="list-style-type: none">○ Does not establish professional goals○ Rarely pursues opportunities to develop knowledge or skills to grow professionally.	<ul style="list-style-type: none">○ Establishes professional goals○ Pursues opportunities to acquire knowledge and skills to grow professionally.	<ul style="list-style-type: none">○ Establishes professional goals○ Pursues opportunities to advance and applies relevant knowledge and skills.
6.5 Working with colleagues to improve professional practice	<ul style="list-style-type: none">○ Rarely participates in dialogue and collaborates with colleagues.○ Rarely participates in site-based professional development during contract hours.	<ul style="list-style-type: none">○ Engages in dialogue and collaborates with colleagues.○ Participates in site-based professional development during contract hours.	<ul style="list-style-type: none">○ Initiates and engages in dialogue and collaborates with colleagues.○ Participates and contributes to site-based and/or district-wide decision making, and professional development.

Last	First	Date	Position		
Continuum for Excellence					
PERFORMANCE CRITERIA	Not Applicable	Does Not Meet Standards	Meets Standards	Exceeds Standards	Supporting Statements/Recommendations
A. Increases awareness of careers and educational and career options.					
B. Participates in IEPs, SSTs, 504s, and other conferences as appropriate to establish goals for student learning					
C. Maintains required student reports.					
STANDARD 5: Standard for Assessing Student Progress					
A. Coordinates and administers school, district, state, or other assessments					
B. Identifies and recommends students who may need specialized services					
C. Communicates with students, families, and staff about student progress and school program outcomes					
STANDARD 6: Standard for Developing as a Professional					
B. Conducts self in a professional manner					
C. Meets deadlines and attends meetings					
D. Works with colleagues to improve professional practice					

CONFERENCE SUMMARY:

The evaluatee’s signature is an acknowledgment that the document has been received and does not constitute an endorsement of this evaluation. The evaluatee has the right to submit an additional written response, which shall be attached to this document.

 Evaluator’s Signature
 Date

 Date

 Evaluatee’s Signature

THIS DOCUMENT WILL BE PLACED IN YOUR PERSONNEL FILE.
 BURBANK UNIFIED SCHOOL DISTRICT

**Planning and Observation Form
Certificated - Other**

The following classifications of Certificated – Other (Form B-1) will not be evaluated in areas designated below:

- 1) Nurse: 4.A
- 2) Counselor: 5.A
- 3) Speech/Language Pathologist: 4.A
- 4) ELD Specialist: 1.B and 1.C; 4.A
- 5) Librarian: 1.C; 4.B and 4.C; 5.A-C
- 6) Adaptive Physical Education: 4.A
- 7) Curriculum Specialist/Teacher-on-Special-Assignment: 1.B and 1.C; 4.A; 5.B
- 8) Children’s Center Teacher: 4.A-C*; 5.A-C*
- 9) Service Learning Teacher: 4.C; 5.B and 5.C

CONTINUUM FOR EXCELLENCE CERTIFICATED – OTHER

1 DESCRIPTION OF PRACTICE FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING			
ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
1.A. Acts as an advocate for students and provides resources to respond to students' diverse needs.	<ul style="list-style-type: none"> ▪ Does not take a personal interest in students. ▪ Provides students with few, if any, necessary resources. 	<ul style="list-style-type: none"> ▪ Takes a personal interest in and advocates for what is best for the student. ▪ Provides students access to resources. 	<ul style="list-style-type: none"> ▪ Teaches students to advocate for themselves. ▪ Teaches students to seek resources and/or provides access to resources often overlooked.
1.B. Assists students in developing decision-making skills and provides related experiences to promote an understanding of themselves and their relationship with others.	<ul style="list-style-type: none"> ▪ Does not facilitate the process of students thinking for themselves. ▪ Does not ask students what they want when decisions must be made. ▪ Seldom provides related experiences to promote students' understanding of themselves and their relationship with others. 	<ul style="list-style-type: none"> ▪ Implements activities to engage students in independent thinking. ▪ Implements activities to engage students in the decision-making process. ▪ Implements activities that promote students' understanding of themselves and their relationship with others. 	<ul style="list-style-type: none"> ▪ Consistently facilitates the process of students thinking independently. ▪ Consistently engages students in the decision-making process. ▪ Consistently refines activities to promote students' understanding of themselves and their relationship with others.
1.C. Encourages students to use resources to resolve personal and social problems which have an effect on learning.	<ul style="list-style-type: none"> ▪ Does not assist students in the resolution of personal and social problems. 	<ul style="list-style-type: none"> ▪ Assists students in the resolution of personal and social problems. ▪ Offers suggestions/resources for problem-solving. 	<ul style="list-style-type: none"> ▪ Monitors student progress in resolving personal and social problems.

2

DESCRIPTION OF PRACTICE FOR CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
2.A. Establishes or assists in establishing a climate that promotes fairness, respect, and responsibility	<ul style="list-style-type: none"> ▪ Allows unfairness or disrespect, either between themselves and students or among students. ▪ Responds to student behaviors inappropriately, unfairly, inequitably, or inconsistently. 	<ul style="list-style-type: none"> ▪ Maintains a climate of fairness, caring, and respect. ▪ Responds to inappropriate student behavior fairly, equitably, and consistently. 	<ul style="list-style-type: none"> ▪ Facilitates a climate that ensures each student of equity, caring, and respect. ▪ Consistently responds to inappropriate student behavior fairly, equitably, and consistently.
2.B. Demonstrates organizational skills and efficiency	<ul style="list-style-type: none"> ▪ Disorganized to a point where the efficiency of operation of program is compromised. 	<ul style="list-style-type: none"> ▪ Organizes tasks and assignments. 	<ul style="list-style-type: none"> ▪ Consistently seeks to plan and organize tasks and assignments to increase efficiency.

3

DESCRIPTION OF PRACTICE FOR UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.A. Considers students' diverse learning styles, developmental needs, and cultural perspectives when organizing support and resources	<ul style="list-style-type: none"> ▪ Does not consider students' backgrounds, experiences, interests, and developmental needs when organizing support and resources. 	<ul style="list-style-type: none"> ▪ Considers students' backgrounds, experiences, interests, and developmental needs when organizing support and resources. 	<ul style="list-style-type: none"> ▪ Consistently considers students' backgrounds, experiences, interests, and developmental needs when organizing support and resources.
3.B. Provides materials and support for staff that promotes student learning	<ul style="list-style-type: none"> • Does not use or select appropriate materials, resources, and/or technologies for staff. 	<ul style="list-style-type: none"> ▪ Provides appropriate materials, resources, and/or technologies for staff. 	<ul style="list-style-type: none"> ▪ Monitors usefulness of selected materials, resources, and/or technologies for staff.

4 DESCRIPTION OF PRACTICE FOR DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS			
ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
4.A. Increases awareness of careers and educational and career options.	<ul style="list-style-type: none"> ▪ Imparts little information to students regarding educational and career options. 	<ul style="list-style-type: none"> ▪ Conveys information to students about educational and career options. 	<ul style="list-style-type: none"> ▪ Integrates career and educational awareness in on-going interactions with students.
4.B. Participates in IEPs, SSTs, 504s, and other conferences as appropriate to establish goals for student learning	<ul style="list-style-type: none"> ▪ Does not attend or is not prepared for special education and other meetings. 	<ul style="list-style-type: none"> ▪ Is prepared and provides input when attending special education and other meetings. 	<ul style="list-style-type: none"> ▪ Is well prepared and provides meaningful input when attending special education and other meetings. ▪ Monitors effective implementation.
4.C. Maintains required student reports	<ul style="list-style-type: none"> ▪ Fails to complete required student reports. 	<ul style="list-style-type: none"> ▪ Prepares required student reports that are complete and on time. 	<ul style="list-style-type: none"> ▪ Prepares required student reports that are complete, thorough, and on time.

5 DESCRIPTION OF PRACTICE FOR ASSESSING STUDENT PROGRESS			
ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
5.A. Coordinates and administers school, district, state, or other assessments	<ul style="list-style-type: none"> ▪ Does not accurately coordinate and administer assessments. 	<ul style="list-style-type: none"> ▪ Accurately coordinates and administers assessments. 	<ul style="list-style-type: none"> ▪ Accurately coordinates and administers assessments. ▪ Provides timely communication with all stakeholders regarding procedures, schedules, and importance of assessments.
5.B. Identifies and recommends students who may need specialized services	<ul style="list-style-type: none"> ▪ Does not identify and recommend students for specialized services. 	<ul style="list-style-type: none"> ▪ Identifies and recommends students for specialized services. 	<ul style="list-style-type: none"> ▪ Monitors implementation of specialized services.
5.C. Communicates with students, families, and staff about student progress and school program outcomes	<ul style="list-style-type: none"> ▪ Provides little, unclear, or incomplete information about student progress to students, families, and support personnel. 	<ul style="list-style-type: none"> ▪ Exchanges sufficient information about student progress with students, families, and support personnel. 	<ul style="list-style-type: none"> ▪ Exchanges complete information about student progress with students, families, and support personnel in ways that improve understanding, encourage academic progress, and communicate learning goals.

6**DESCRIPTION OF PRACTICE FOR
DEVELOPING AS A PROFESSIONAL**

ELEMENT	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
6.B. Conducts self in a professional manner	<ul style="list-style-type: none">▪ Is not respectful or cooperative in dealings with students, staff, and parents.▪ Does not focus on solutions.▪ Does not observe workplace guidelines.	<ul style="list-style-type: none">▪ Is respectful and cooperative in dealings with students, staff, and parents.▪ Focuses on solutions.▪ Observes workplace guidelines.	<ul style="list-style-type: none">▪ Is respectful and cooperative in dealings with students, staff, and parents.▪ Seeks out innovative solutions.▪ Supports and values colleagues' input.
6.C. Meets deadlines and attends meetings	<ul style="list-style-type: none">▪ Often misses required deadlines.▪ Is inconsistent in attending scheduled meetings.	<ul style="list-style-type: none">▪ Usually meets mandated deadlines and attends scheduled meetings.	<ul style="list-style-type: none">▪ Without exception, meets mandated deadlines and attends scheduled meetings.
6.D. Works with colleagues to improve professional practice	<ul style="list-style-type: none">▪ Rarely converses with colleagues or seeks out other staff for collaboration.	<ul style="list-style-type: none">▪ Engages in dialogue with colleagues and collaborates with staff.	<ul style="list-style-type: none">▪ Initiates and collaborates with colleagues and staff to refine practice.

BURBANK UNIFIED SCHOOL DISTRICT
Professional Assistance Plan
School Year _____

Name _____ School _____ Assignment _____

Specific Description of Area(s) in Need of Professional Assistance

- (A) Progress of pupils toward standards: Description of Practice, Standard 5
- (B) Instructional techniques and strategies used by employee: Description of Practice, Standards 1, 3, and 4
- (C) Employee’s adherence to curricular objectives: Description of Practice, Standards 3 and 4
- (D) Establishment and maintenance of suitable learning environment: Description of Practices, Standard 2

Statement(s) and Description(s) of Professional Assistance Plan and Description of What Constitutes Satisfactory Progress

Timeline for Completion of Professional Assistance Plan

Beginning Date _____ Completion Date _____

Evaluatee has successfully completed this Professional Assistance Plan Yes No

This document will be placed in your personnel file. You have the right to submit a written response, which shall be attached to this document. Any response must be sent in writing directly to Human Resources Services. The evaluatee’s signature is an acknowledgment that the document has been received and does not constitute an endorsement of this evaluation

Evaluator’s Signature Date Evaluator’s Signature Date

BURBANK UNIFIED SCHOOL DISTRICT

**Employee End-of-the-Year Summary
(Optional)**

School Year _____

Name _____ School _____ Assignment _____

Evaluation of the Performance Criteria: A concise review of activities used to meet the performance criteria.

This document will be placed in your personnel file.

Evaluatee's Signature

Date

Burbank Unified School District

ROP Teacher Evaluation

Name: _____

Date/Time: _____

Position/Teaching Area: _____

Location: _____

Rating Scale and Interpretation

1.	Excellent.....	Outstanding performance
2.	Strong.....	Exceeds acceptable performance
3.	Satisfactory.....	Meets acceptable performance
4.	Needs Improvement.....	Less than acceptable performance
5.	Unsatisfactory.....	Unacceptable performance
6.	Does Not Apply/Not Observed.....	Self-explanatory

1. Classroom Planning, Preparation, and Presentation

1	2	3	4	5	6

- a. Lessons are planned with ROP objectives and ESLRs in mind.
- b. Assignments, instruction, and explanations are given clearly and concisely.
- c. Sequencing of lessons is appropriate: materials/supplies for the lesson are in evidence.
- d. Class activities are organized and appropriate to the lesson.

Comments/Recommendations: _____

2. Teaching Competency-Techniques and Methods

1	2	3	4	5	6

- a. Uses a variety of instructional materials and teaching strategies
- b. Recognizes each student as an individual and provides for individual differences.
- c. Encourages student participation and conducts continuous evaluation of student progress.
- d. Provides classroom activities that are purposeful and meaningful.

Comments/Recommendations: _____

3. Classroom Management and Control

1	2	3	4	5	6

- a. Classroom atmosphere is maintained to keep students comfortable and at ease.
- b. Maintains positive control of classroom. Handles routine discipline problems, is firm but fair.
- c. Handles "problem" students with professionalism and due process.

Comments/Recommendations: _____

Pre-Observation (determined before Evaluation):

4. Professional Responsibility, Attitude, and Growth

1	2	3	4	5	6

a. Complies with professional growth requirements, completing all credential requirements requirements and mandatory inservices.

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b. Makes use of specific guidelines and programs offered by LACOROP (if a CC or CVC program, adheres with documentation procedures).

c. Reports attendance to LACOROP accurately and on time.

d. Maintains accurate and up-to-date records of students' absences/tardies. Refers identified students to counselor/technician in a timely manner.

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e. Provides pupils with opportunities for success. Nominates students for "Student of the Month" and "Outstanding Student."

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f. Follows the "due process" procedures with regard to discipline problems, where applicable. Uses the Referral/Special Report to parents.

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g. Supports established administrative policies and directives, and observes proper line of authority.

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h. Follows policies and procedures: securing equipment and supplies; safety and emergency information; teacher absences; deadlines.

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i. Works effectively with administrators, teachers, support personnel such as technicians, Career Center staff, security, counselors, etc.

Comments/Recommendations: _____

Overall Evaluation:

1	2	3	4	5	6

Comments/Recommendations: _____

 Signature Evaluator

 Signature Evaluatee (Does not necessarily indicate agreement with evaluation)

 Date

 Date