

John Burroughs High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	John Burroughs High School
Street	1920 West Clark Avenue
City, State, Zip	Burbank , CA 91506-1918
Phone Number	818-729-6900
Principal	Kenneth Knoop
Email Address	KennethKnoop@burbankusd.org
School Website	https://www.burbankusd.org/jbhs
Grade Span	9-12
County-District-School (CDS) Code	19- 64337- 6066724

2024-25 District Contact Information

District Name	Burbank Unified School District
Phone Number	(818) 729-4400
Superintendent	John Paramo, Ed.D.
Email Address	JohnParamo@burbankusd.org
District Website	www.burbankusd.org

2024-25 School Description and Mission Statement

John Burroughs High School was initially established in 1928 as a junior high school, but it became a high school in 1948. The entire campus remodeling was completed in the summer of 2004 and includes many state-of-the-art facilities and fully air-conditioned classrooms. Approximately 2350 students are attending in grades 9-12, 100 full-time teachers, five administrators, and a support staff over 50, which includes five counselors. One of the unique features of John Burroughs, which some believe is a significant component of its success, is staff members' connection with the school and community. Several teachers and staff live in the City, and approximately 25% graduated from John Burroughs.

2024-25 School Description and Mission Statement

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

Mission Statement:

John Burroughs High School uses a research-based approach to producing graduates who achieve academic excellence, are college—and career-ready, and positively impact the community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	622
Grade 10	629
Grade 11	550
Grade 12	557
Total Enrollment	2,358

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	51.9
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	3.8
Black or African American	2.3
Filipino	4.4
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0
Two or More Races	6.7
White	34.4
English Learners	3
Foster Youth	0.2
Homeless	0.5
Socioeconomically Disadvantaged	26.5
Students with Disabilities	14.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.00	76.85	504.50	81.40	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.00	1.00	0.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	5.34	10.60	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	3.93	20.40	3.30	12115.80	4.41
Unknown/Incomplete/NA	12.90	12.88	83.10	13.42	18854.30	6.86
Total Teaching Positions	100.20	100.00	619.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.70	82.75	552.50	88.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.20	6.29	10.40	1.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	2.83	16.70	2.69	11953.10	4.28
Unknown/Incomplete/NA	8.10	8.10	39.90	6.41	15831.90	5.67
Total Teaching Positions	100.00	100.00	622.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	87.50	86.95	542.90	87.46	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.56	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.70	7.72	28.60	4.61	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	3.62	23.20	3.74	11746.90	4.23
Unknown/Incomplete/NA	1.70	1.71	22.50	3.62	14303.80	5.15
Total Teaching Positions	100.60	100.00	620.70	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1.6
Misassignments	5.30	6.20	6.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.30	6.20	7.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.1
Local Assignment Options	3.90	2.80	3.5
Total Out-of-Field Teachers	3.90	2.80	3.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.70	4.3	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.2	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/High School: Grade 9 California Collections Houghton Mifflin Harcourt 9780544607101 2017 Edition Adopted 3/2/2017 Grade 10 California Collections Houghton Mifflin Harcourt 9780544607118 2017 Edition Adopted 3/2/2017 Grade 11 California Collections Houghton Mifflin Harcourt 9780544607125 2017Edition Adopted 3/2/2017 Grade 12 California Collections Houghton Mifflin Harcourt	Yes	0%

	9780544607132 2017 Edition Adopted 3/2/2017		
Mathematics	<p>Mathematics/9-12</p> <p>College Prep Math Math Ideals Pearson 978-0-321-361462 2008</p> <p>AP Calculus Calculus, 7th Edition Houghton Mifflin Co. 978-0-618-14918-X 2002</p> <p>Statistics (Year) Understandable Statistics, 9th Ed. Houghton Mifflin Co. 978-0-618-94992-2 2009 7/3/2008</p> <p>AP Statistics The Practice of Statistics, 4th Ed. W. H. Freeman 978-1-42-924559-3 2010 10/4/2012</p> <p>Business Math (12th gr) Mathematics for Business and Personal Finance Glencoe McGraw Hill 978-0-07-880505-9 2010 7/1/2010</p> <p>Statistics (Semester) Elementary Statistics, 11th Ed. Pearson 978-0-13-136123-2 2010 7/1/2010</p> <p>Trigonometry (Semester) Trigonometry, 1st Ed (customized)</p> <p>Pearson 978-0-55-877808-8 2010 7/1/</p> <p>Algebra I Core Connections Algebra College Prep Math 9781603281508 2013 4/21/2016</p> <p>Geometry</p>	Yes	0%

	<p>Core Connections Geometry College Prep Math 9781603282352 2013 4/21/2016</p> <p>Algebra II Core Connections Algebra 2 College Prep Math 9781603281317 2013 4/21/2016</p> <p>Pre-Calculus Pre-Calculus with Trigonometry College Prep Math 9781603282963 2013 4/21/2016</p>		
Science	<p>Science/9-12: Anatomy and Physiology Textbook Adopted for Use Beginning 2007-2008:</p> <p>Hole's Human Anatomy & Physiology, Eleventh Edition, by David N. Shier, Jackie L. Butler, and Ricki Lewis, published by The McGraw-Hill Companies, c. 2007, ISBN 0-07-325699- 4.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry Textbook Adopted for Use Beginning 2007-2008:</p> <p>World of Chemistry, by Zumdahl and Zumdahl, published by McDougal Littell, c. 2007. ISBN-10: 0-618-56276-1. ISBN- 13: 978-0-618-56276-3</p> <p>Date of Adoption: July 5, 2007</p> <p>Sports Medicine Textbook Adopted for Use Beginning 2007- 2008:</p> <p>Fundamentals of Anatomy and Physiology, Seventh Edition, by Frederic H. Martini, published by Pearson Education, Inc., c. 2006, Student Edition ISBN 0-13-195644-2.</p> <p>Date of Adoption: July 5, 2007</p> <p>Chemistry: Inspire Science Chemistry, McGraw Hill, c. 2020, ISBN # 978-0-07-674695-8</p> <p>Date of Adoption: May 18, 2023</p> <p>Biology: Inspire Science Biology, McGraw Hill, c. 2020, ISBN #978-0-07-674237-0</p> <p>Date of Adoption: July 5, 2007</p>	Yes	0%

	<p>AP Biology: Biology, Solomon, Berg, Martin, 5th Edition, Harcourt Brace College Publishers c. 1999, ISBN #0-03-022299-0</p> <p>Physics: California Inspre Physics, McGraw Hill (c. 2020) ISBN #978-0-07-683067-1</p> <p>Date of Adoption: May 18,, 2023</p> <p>AP Physics: Physics, 5th Edition, D.C. Giancoli, Prentice Hall, Upper Saddle River, New Jersey (c. 1998), ISBN #0-13-611971-9</p> <p>Date of Adoption: April 19, 2001</p> <p>Geo-Science:</p> <p>Earth Science by Nancy E. Spaulding and Samuel N. Namowitz, McDougal Littell, c. 2003, Student Edition ISBN 0-618-11550-1.</p> <p>Earth Science, Ispire Science Earth, McGraw Hill, c. 2020, ISBN 978-0-02-145261-3. (This textbook is used for Special Education and SDAIE.)</p> <p>Date of Adoption: May 6, 2004 Marine Biology/Grades 11-12</p> <p>Marine Biology, fourth edition by Peter Castro and Michael E. Huber published by McGraw-Hill Higher Education, copyright 2003, Student Edition ISBN 0-07-285290-9.</p> <p>A recent revision of the Marine Biology textbook was made to ISBN 0-07-285290-9 by Glencoe Publishing to include online information which requires an ISBN change. In the future, the revised ISBN is 07-07-293725-4. Date of Adoption: November 18, 2004</p> <p>AP Biology Campbell Biology AP, 9th Ed., Pearson 978-0-13-137504-8 2011 Date of Adoption: 2/3/2011</p> <p>AP Chemistry Lab Experiments for AP Chemistry Flinn Scientific 978-1-933-709-02-4 2010 Adopted: 2010</p> <p>Zumdahl, Chemistry, 9th Edition Cengage Learning 978-1-133-61110-3 2014 Date of Adoption: 12/19/2013</p>		
History-Social Science	<p>Grade 10 - History CA Modern World History (Houghton-Mifflin) ISBN#: 978-1-328-83820-9 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Euro - History A History of the Modern World (McGraw-Hill) ISBN#: 978-0-072-50280-0 Copyright: 2002 Adopted: 7/21/2005</p>	Yes	0%

	<p>Grade 11 History - American History Reconstruction to Present California (Houghton-Mifflin) ISBN#: 978-1-328-83801-8 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP US History - American Pageant (Cengage Learning) ISBN#: 978-1-305-07591-7 Copyright 2016 Adopted: 6/29/2000</p> <p>Government - United States Government (Houghton-Mifflin) ISBN#: 978-1-328-70477-1 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Government - American Government, 10th Ed. (McDougal Littell) ISBN#: 978-0-618-56244-2 Copyright: 2006 Adopted: 7/5/2007</p> <p>Economics - Economics (Houghton-Mifflin) ISBN#: 978-1-328-70422-1 Copyright: 2018 Adopted: 11/19/2020</p> <p>AP Economics - Principles of Economics, 4th Ed. (Thomson) ISBN#: 978-0-324-22472-6 Copyright: 2007 Adopted: 7/19/2007</p> <p>AP Economics - Principles of Economics, Study Guide (Thomson) ISBN#: 978-0-324-31902-9 Copyright: 2008 Adopted: 7/19/2007</p> <p>Sociology - Sociology: The Study of Human Relationships (Holt, Rinehart, Winston) ISBN#: 978-0-030-93561-9 Copyright: 2008 Adopted: 7/19/2007</p> <p>Psychology - Psychology and You, 3rd Edition (Glencoe-McGraw Hill) ISBN#: 978-0-314-14090-6 Copyright: 2000 Adopted: 7/19/2007</p> <p>AP Psychology - Psychology (Worth Publishers, Inc.) ISBN#: 978-0-716-70621-2 Copyright: 2004 Adopted: 2006</p>		
<p>Foreign Language</p>	<p>Foreign Language/ Grades 9-12:</p> <p>Realidades, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level 1, ISBN 0-13-101687-3. Student Edition Level 2, ISBN 0-13-035951-3. Student Edition Level 3, ISBN 0-13-035968-8</p> <p>Date of Adoption: 7/17/2003</p> <p>AP Spanish Language: Triangulo, by Barbara Botski and John McMullen, Wayside Publishing, c. 2000, Student Edition ISBN 1-877653-74-8 Preparing for the Language Examination, Second Edition, by Jose M. Diaz, Margarita Leicher-Prieto, Glen J. Nadelbach, Addison-Wesley Publishing Company, Prentice Hall c. 1996, 1989, Student Text, ISBN # 0-8013-1531-X. Conexiones, Prentice Hall, c. 2002, Student Edition, ISBN 0-13-097880-9 Spanish 3rd Year, by Nassi Levy, published by AMSCO, c. 1989, Student Edition, ISBN 0-87720-537-X</p> <p>Spanish for Native Speakers: Nuevas Vistas, by Jose Antonio Cerna-Bazan, Alejandro Cortazar, Maria Soledad Diaz, Jabier Elorrieta, Karin Fajardo, Salvador Fajardo, Rolando Hinojosa-Smith, Richard Lindley, Beatriz, Malo Pojman, Marcia Tugendhat, Holt, Rinehart and Winston, c. 2003, Student Edition 1, ISBN 0-03-055213-3, Student Edition 2, ISBN 0-03-052712-0</p> <p>AP Spanish Literature:</p>	<p>Yes</p>	<p>0%</p>

	<p>Abriendo Puertas, McDougal Littell, c. 2003, Student Edition, ISBN 0618272607 Date of Adoption: 7/17/2003</p> <p>AP Spanish Preparing for the Language and Culture Examination 4th Ed. Pearson Publishing 978-01-33-23901-0 2013 Temas Vista Higher Learning 978-1-61-857244-8 2013 Date of Adoption: 2/6/2014</p> <p>French: Bon voyage! by Conrad J. Schmitt and Katia Brillie Lutz, Glencoe McGraw-Hill, c. 2002, Student Edition, Level 1, ISBN 0-07-821256-1, Student Edition, Level 2, ISBN 0-07-821257-X, Student Edition, Level 3, ISBN 0-07-821258-8</p> <p>AP French (level four):</p> <p>1) Une Fois pour Toutes Deuxieme Edition by Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst, Longman, c. 1992, ISBN 0-8013-0825-9-78893</p> <p>2) Advanced Placement French by Richard Ladd, Pearson Education, c. 2000, ISBN 0673218473</p> <p>Date of Adoption: July 17, 2003</p> <p>German 1 Kontakte, 6th Ed McGraw-Hill 978-0-07-353533-3 2008 Date of Adoption: 10/4/2012</p> <p>German 2 Na Klar! McGraw-Hill 978-0-07-338633-1 2012 Date of Adoption: 7/18/2013</p>		
Health	<p>Glencoe Health, by Mary H. Bronson, Ph.D., and Don Merki, Ph.D., published by Glencoe-McGraw Hill, c. 2022, Student Edition, ISBN 978-1-26-432021-9.</p> <p>Date of Adoption: May 18, 2023</p>	Yes	0%
Visual and Performing Arts	<p>"Video: Digital Communication & Production" by Jim Stinson</p> <p>"Broadway: The American Musical"</p>	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students have access to laboratory equipment in their lab classes including earth science, physical science, and life science laboratories.	Yes	0%

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom 2-301 Fire cap missing
Interior: Interior Surfaces			X	Classroom 5-117 Stain on ceiling tile Classroom 6-106 Patch and paint the wall above the mirror Classroom 6-105 Patch and paint wash/sink wall Gym 3-101 Ceiling tiles missing Boys. Team Room - Stain on ceiling tile Classroom 2-113 Ceiling fan is not operational; the closet ceiling needs to be patched and painted Classroom 2-107 Stain on ceiling tile Classroom 2-104 Stain on ceiling tile Classroom 2-101 Paint the wall under the windows Classroom 2-123 Stain on ceiling tiles Classroom 2-217 Stain on ceiling tiles Classroom 2-205 Paint the wall near the door Classroom 2-215 Stain on ceiling tile' paint wall near door Classroom 2-208 Stain on ceiling tile Classroom 2-209 Paint the wall near the door Classroom 2-310 Patch and paint column corner; stain on the ceiling tile Classroom 2-313 Stain on ceiling tiles Classroom 2-305 Stain on ceiling tiles Classroom 2-303 Stain on ceiling tiles Classroom 2-325 Stain on ceiling tiles Classroom 2-302 Stain on ceiling tiles Classroom 2-301 Stain on ceiling tiles Classroom 2-327 Stain on ceiling tiles Classroom 2-329 Stain on ceiling tiles Classroom 1-208 Stain on ceiling tiles Classroom 1-206 Stain on ceiling tiles Classroom 1-211 Stain on ceiling tiles Classroom 1-214 Ceiling tile damaged Classroom 1-216 Stain on ceiling tiles Classroom 1-217 Stain on ceiling tiles Classroom 1-220 Stain on ceiling tiles Classroom 1-220 Cove base missing on the back wall Classroom 1-221 Stain on ceiling tiles Classroom 1-224 Stain on ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 6-201 Three light fixtures are not operational Classroom 6-204 Two light fixtures are not operational

School Facility Conditions and Planned Improvements

				<p>Classroom 6-2047 Two light fixtures are not operational</p> <p>Classroom 6-103 Receptacle cover on ceiling missing</p> <p>MPR 4-101 Receptacle cover missing on floor j-box</p> <p>Classroom 2-121 Light fixture not operational</p> <p>Classroom 2-228 Light fixture not operational</p> <p>Classroom 2-307 Light fixture not operational</p> <p>Classroom 2-314 Light fixture not operational</p> <p>Classroom 2-306 Light fixture not operational</p> <p>Classroom 2-325 Two light fixtures are not operational</p> <p>Classroom 2-327 Light fixture not operational</p> <p>Classroom 2-329 Two light fixtures are not operational</p> <p>Classroom 1-216 Light fixture not operational</p> <p>Classroom 1-222 Light fixture not operational</p> <p>Classroom 1-228 Light fixture not operational</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>Boys Locker Room - Showers not operational</p> <p>Pool Area - Water leak on the pool deck</p> <p>Restroom (outside CR 2-304) - Sink missing</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Classroom 2-107 Door striking the jam</p> <p>Classroom 2-206 Door sticking at the jam</p> <p>Classroom 2-329 Door catch missing</p> <p>Classroom 1-216 Door striking the jam</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	71	58	56	46	47
Mathematics (grades 3-8 and 11)	31	38	44	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	537	509	94.79	5.21	71.54
Female	248	233	93.95	6.05	76.72
Male	289	276	95.50	4.50	67.15
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	26	25	96.15	3.85	84.00
Hispanic or Latino	266	255	95.86	4.14	59.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	82.93
White	170	155	91.18	8.82	81.94
English Learners	18	11	61.11	38.89	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	182	172	94.51	5.49	61.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	70	89.74	10.26	23.53

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	536	507	94.59	5.41	38.22
Female	247	229	92.71	7.29	37.28
Male	289	278	96.19	3.81	38.99
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	26	25	96.15	3.85	64.00
Hispanic or Latino	265	255	96.23	3.77	27.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	40	95.24	4.76	45.00
White	170	154	90.59	9.41	46.75
English Learners	18	11	61.11	38.89	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	182	173	95.05	4.95	35.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	68	88.31	11.69	5.88

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	38.67	40.34	38.97	37.49	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1085	1003	92.44	7.56	40.02
Female	538	486	90.33	9.67	41.24
Male	546	516	94.51	5.49	38.95
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	68.18
Black or African American	23	20	86.96	13.04	25.00
Filipino	50	45	90.00	10.00	62.22
Hispanic or Latino	514	491	95.53	4.47	27.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	94	85	90.43	9.57	50.59
White	359	317	88.30	11.70	49.84
English Learners	31	24	77.42	22.58	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	342	95.00	5.00	31.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	163	147	90.18	9.82	11.56

2023-24 Career Technical Education Programs

Each BUSD High School strives to graduate students who can fully transition from school to the working world. The school's workforce preparation programs include school-to-work activities through community business partnerships and employability and skill-building opportunities through middle and high school classes offered by the District or local Community Colleges. All Career Technical Education (CTE) courses incorporate the California Career Technical Education Model Curriculum Standards and satisfy the District's graduation requirements and the A-G entrance requirements for the UC/CSU system. CTE classes include digital media, animation, aircraft, small engines, engineering, computer programming, construction, digital applications, photography, and culinary arts science. A list of specific CTE courses offered is contained in the District Career Technical Education Guide: <https://www.burbankusd.org/site/Default.aspx?PageID=51>.

The school addresses the needs of all students and those in career preparation through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. The District also sponsors an annual College and Career Fair where more than 100 colleges and universities have exhibits and 30 or more career representatives who share aspects of their chosen field. In addition, the District has created career pathways for students that lead to post-secondary programs at various community colleges through the College and Career Pathways Partnership program with the Los Angeles Community College District (LACCD).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1122
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	58.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.40%	87.40%	87.40%	87.40%	87.40%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Many opportunities for parental involvement exist at the school. For example, the John Burroughs High School PTA coordinates a wide variety of opportunities for parental involvement. The English Language Advisory Committee, School Site Council, Leadership Committee, and the WASC Focus Groups also need many volunteers. The Vocal Music Association

2024-25 Opportunities for Parental Involvement

(VMA) and the Instrumental Music Association (IMA) include parents and others who actively help facilitate the program for these award-winning performance groups during their competition season. Booster Clubs for the various sports programs, including baseball and football, also provide many opportunities for parent volunteers.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.6	2.0	0.4	1.3	3.6	1.0	7.8	8.2	8.9
Graduation Rate	97.6	96.1	98.1	96.2	93.2	96.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	537	527	98.1
Female	278	273	98.2
Male	257	252	98.1
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	23	23	100.0
Black or African American	13	12	92.3
Filipino	26	25	96.2
Hispanic or Latino	245	241	98.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	41	40	97.6
White	183	180	98.4
English Learners	18	16	88.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	254	247	97.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	86	79	91.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2424	2399	366	15.3
Female	1157	1146	181	15.8
Male	1259	1246	183	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	93	4	4.3
Black or African American	61	60	11	18.3
Filipino	104	103	6	5.8
Hispanic or Latino	1128	1116	196	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	158	158	15	9.5
White	834	823	126	15.3
English Learners	90	87	21	24.1
Foster Youth	--	--	--	--
Homeless	26	26	4	15.4
Socioeconomically Disadvantaged	773	764	159	20.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	358	350	85	24.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.76	3.96	3.09	2.3	3.18	2.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.08	0.12	0	0.01	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.09	0.12
Female	1.90	0.00
Male	4.21	0.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.28	0.00
Filipino	0.96	0.00
Hispanic or Latino	3.55	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.16	0.00
White	3.24	0.12
English Learners	7.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.40	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.47	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

At Burroughs High School:

2024-25 School Safety Plan

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

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

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

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

Please visit the website for the complete safety plan

https://www.burbankusd.org/site/handlers/filedownload.ashx?moduleinstanceid=4429&dataid=14401&FileName=2021_Comprehensive_Safe_School_Plan_Burroughs_High_School_20210219.pdf

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	36	40	20
Mathematics	23	33	44	13
Science	25	22	32	19
Social Science	24	26	31	22

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	42	43	24
Mathematics	24	31	39	25
Science	27	17	30	26
Social Science	23	29	35	17

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	35	40	29
Mathematics	24	28	33	28
Science	26	20	28	19
Social Science	24	28	31	19

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	336.86

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,173.73	\$8,719.62	\$5,454.11	\$99,606
District	N/A	N/A	\$6,681.33	\$93,901
Percent Difference - School Site and District	N/A	N/A	-20.2	5.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-65.5	1.9

Fiscal Year 2023-24 Types of Services Funded

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

Interventions

English Learner MOE - LCAP Supplemental

Educational Technology Assistance

Gifted and Talented Program

Tenth Grade Counseling

Career Technical Education Pathways

Special Education

Vocational & Career Tech Education

Burbank Family Services Agency Counseling

Title III, English Learners

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,616	\$59,551
Mid-Range Teacher Salary	\$86,050	\$93,855
Highest Teacher Salary	\$109,926	\$120,219
Average Principal Salary (Elementary)	\$150,552	\$151,525
Average Principal Salary (Middle)	\$152,095	\$158,215
Average Principal Salary (High)	\$160,022	\$171,087
Superintendent Salary	\$260,642	\$300,043
Percent of Budget for Teacher Salaries	32.84	31
Percent of Budget for Administrative Salaries	3.69	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	3
Mathematics	8
Science	4
Social Science	22
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

Professional Development

We have 20 early release days per year dedicated to professional collaboration. Our school uses the PLC's four questions on learning to drive our collaboration. The PLC teams identify essential standards, create and analyze common formative assessments, and develop systematic interventions. Teacher leaders attended a PLC training in November 2022 in Long Beach, CA.

Professional Development

The school's Leadership Team, consisting of approximately 22 teachers, helps develop annual WASC benchmark goals.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3