

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burbank High School	19-64337-1931187	December , 2022	December XXXX, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Burbank Senior High School is NOT a Title I school site.
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including CAASPP results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Burbank Senior High School identified four goals/action steps through the site's recent mid-term Western Association of Schools and Colleges (WASC) self-study and review:

- 1) Develop an organizational collaboration model which aligns instruction, pedagogy, and assessments across departments.
- 2) Close the achievement gap through a multi-tiered system of support (MTSS), with a focus on the D/F rate in Algebra I and school-wide math achievement. This includes the "Algebra Project" model being crossed over into other core content areas.

3) Continue post-secondary emphasis on college and career readiness. This action step is best represented through the Counseling Team, Career Center efforts, various pathways, and our three NAF Academies.

4) Foster a safe school environment and a healthy campus culture for both students and staff -- our top goal for the 2022-2023 school year is to continue to reconnect students and staff to campus and each other. We are also working on connecting students with trusted adults on campus who support them.

Each of these four goals is aligned with the Burbank Unified School District's Local Control Accountability Plan (LCAP) goals, identified Board of Education (BOE) priority areas, and the Burbank Unified School District-Wide Instructional Goals.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
Student Population.....	14
Overall Performance	16
Academic Performance	18
Academic Engagement	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	37
Goal 3.....	42
Goal 4.....	47
Goal 5.....	51
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan.....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	57
School Site Council Membership	59
Recommendations and Assurances	60
Instructions.....	61
Instructions: Linked Table of Contents.....	61

Purpose and Description62
Stakeholder Involvement.....62
Resource Inequities62
Goals, Strategies, Expenditures, & Annual Review63
Annual Review64
Budget Summary65
Appendix A: Plan Requirements67
Appendix B:.....70
Appendix C: Select State and Federal Programs72

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

FACULTY: Burbank High School's professional development release time has shifted each of the last three years. In the 2020-21 school year, the entire year was remote. Teachers held office hours Friday mornings and students worked asynchronously as part of our Distance Learning Model. In 2021-2022 the site reopened for in-person learning but unfortunately, there was declining interest in the zero period and the site was unable to count the minutes in the instructional minutes. This meant that release time was limited to two Mondays each month. Faculty meetings returned to Tuesday afternoons. BHS limited these to six Tuesdays given that four Tuesdays were committed to District training(s) in partnership with "Facing History and Ourselves." In 2022-2023, the year started off with early-release Mondays every Monday during the first semester. These Mondays included department meetings, faculty meetings, planning time, and professional development. One early-release Monday was dedicated to school safety training with the Burbank Police Department, and one day was dedicated to district Diversity, Equity, and Inclusion (DEI) training. One additional day was used by the USC Department of Armenian Studies to help staff better understand our population of Armenian students and families. For the second semester, the district found out that zero-period instructional minutes will no longer count toward overall instructional minutes, so Burbank High School will only have three early-release Mondays during the second semester. Faculty meetings will continue once a month after school.

Each school-wide session includes post-surveys from the Principal or the Faculty Chair. Results are shared in Department Chair Meetings which are held four times each semester and they then facilitate dialogue in their departments.

Current Focus Areas Include:

*Draft stages of a "School-Wide Grading and Assessment Framework." This was proposed last year by our Department Chairs in an effort to address Action Plan #1. When last year's principal left mid-year, this goal was essentially put on hold, so we are re-working through this goal to align with the 2022-2023 school year. The chairs identified pockets of excellence but few systemic practices. Survey data suggests that there is agreement on seven or eight of ten proposed "guiding principles" that we expect to guide instructional practices at the site. The principles include alignment on homework, taking late work, opportunities to re-do assessments, etc. One current discussion is on equitable grade ranges and on a floor minimum for D/F marks currently in practice in Algebra I classes. A recent poll showed 53% of teachers in support of this principle, 15% undecided and 32% opposed. Site leadership hopes to continue this discussion and get buy-in from at least 2/3s of the staff to make it a common practice for the next school year.

*A committee that emerged during the pandemic -- our Equity Committee coincides with a District-level Diversity, Equity, and Inclusion work and recent board policy changes reflecting an anti-racism movement. This group has identified a need to continue working on Action Plan #4 and in helping all students connect with the campus community at BHS. They have put together a school climate/culture survey that will be completed by the end of the first semester. We have also elected four DEI site leads who attend district training(s) and meet monthly with the principal. They plan

professional development for the whole staff and meet with our site Equity Team to bring back issues to discuss with staff and administrators.

*The PE Department continues to have 9th graders participate in "Project Wayfinder" to support social-emotional learning efforts. This effort also addresses Action Plan #4 and connectedness to campus. When piloted in the spring of 2021, 81% of participants indicated they gained something from the program and recommended it be expanded for the current school year. Students will be surveyed at the end of the first semester to gather student input on the program's efficacy. Staff will meet to discuss the program's sustainability at the high school level.

PARENTS: A focus for the principal remains communication with BHS households. A weekly newsletter called the "Bulldog Bulletin" is in place to keep parents, students, and teachers informed of school matters. Parents are also encouraged to use the school's website for access to information and to email staff members for support. . Additionally, the principal hosts "coffee with the principal" where the floor is open for questions. Topics included many of the same areas where faculty had requested support and training: school safety, drug use on campus, equitable grading, etc. These have continued in-person this year, as have monthly PTSA meetings (that alternate between in-person and virtual). Households were focused on school safety and Covid protocols as school reopened. A survey on parental satisfaction is being developed to distribute to parents when the first semester commences.

STUDENTS: Increased usage of Google Classroom and Zoom/Meets during distance learning had staying power for this school year. Our ASB uses Grade Level Google Classrooms to communicate with the student body. In the Spring of 2020, the students were surveyed to make sure that they were aware of resources on campus such as our Care Center through Burbank Family Services. We intend to launch a similar survey this January to identify student needs and prioritize goals for the spring semester. The participation rate on these surveys is much greater since the advent of the grade-level Google Classrooms.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

A site leadership team makes it common practice to visit classrooms weekly. The principal aims for at least three classrooms a day, and, the Assistant Principals are expected to visit no less than five classes each week. These informal visits add value to the formal observation process. There are 12 new teachers hired this year on a faculty of 97. Many of these teachers are part of the induction program through the District and are assigned, accomplished mentor teachers. The site also has a husband-wife duo lead New Bulldogs to start the new year at least once each quarter. These supports help to make classroom observations a more comfortable process for our students and our teachers. Release days for learning walks were paused for the 2021-2022 school year due to Covid protocols and risk of close contact exposure and the shortage of substitute teachers. It is a site practice that the site leadership team hopes to restart in the spring semester of 2022-2023. Due to illness and leaves of absence, we have had several long-term subs on campus during the 2022-23 school year. Furthermore, administrators and counselors have spent a considerable amount of time covering classes this year due to sub shortages.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Departments continue to identify the most essential standards, align instruction, and design activities that foster the development of higher-level thinking skills. District assessments are given in addition to the department or teacher-created assessments. Departments continue to work on aligning assessments, rubrics, and category weights within their discipline. There was no State Testing in the Spring of 2020 and a majority of 11th graders opted out of CAASPP testing the following Spring 2021. This has made the use of State Testing to inform instruction a challenge. Testing resumed in the Spring of 2022.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

As a site, BHS has continued to self-study D/F student marks and trends over time. The Assistant Principal of Instruction's office pushes out an F-marks report each grading period, which help facilitate counselor meeting with students and ultimately Student Support Team (SST) meetings. This also helps facilitate our monthly "Critical Kid" meetings with counselors, school psychologists, school nurses, administrators, and attendance secretaries. This data is also shared to help departments chart a course of action for the department during collaborative time together. The site's decision to move away from general-purpose faculty meetings and to push "shop-talk" out through email has increased opportunities to look at data trends. We expect this will further the discussion on data targets such as D/F percentage, a-g completion percentage, late work policies, minimum grade floors, etc. These data points are too often stagnant and were referenced in the site's last two WASC reports. CAASPP results from the 2021-22 school year show that we still have a long way to go in supporting our English Language Learners at Burbank High School, as their scores in English and Math are lagging behind their English-speaking peers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are required to demonstrate proof of ESSA (Every Student Succeeds Act) compliance based on the California Department of Education (CDE) and California Teaching Credentialing (CTC) certification. This is verified through Human Resources (HR) at the BUSD Central Office. Instructional assistants meet qualification through District employment testing and/or holding an AA degree.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are encouraged to take advantage of professional development opportunities through the Los Angeles County Office of Education (LACOE) and BUSD. Last year, some staff members joined "Master Minds," a think tank for secondary teachers under the guidance of former National Teacher of the Year and District Teacher on Special Assignment (TOSA) Rebecca Mielwocki. Probationary teachers are assigned mentor teachers through the BUSD Induction Program. Outside experts in topics identified by staff as areas for growth have facilitated site-based professional development. Kagan Engagement Strategy training(s) are still offered through the District once or twice a year. The science teachers are presently piloting new textbooks in their adoption cycle. This and related decisions on instructional materials of State Board of Education (SBE) materials are discussed in District Task Force Meetings, which convene no less than once each semester. The staff has indicated a desire for more professional development opportunities related to the History and Social Science Content Standards (HSSCS) and the NGSS through the avenues indicated above. All secondary teachers completed training this year through partners, "Facing History and Ourselves" to inspect microaggressions, culturally responsive teaching, and more broadly how to create a classroom environment that supports ALL students. BHS has also partnered with the USC Department of Armenian Studies to create a better understanding of and communication with our Armenian students and families.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our site focus this year is tied to the Action Plan 1-4 in our most recent WASC self-study and last year's mid-cycle review.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Department Chairs as instructional leaders was a point of emphasis during distance teaching and learning that has continued to be discussed during the 2022-23 school year. Last year, the former principal reduced the number of committees tied to instruction and continued with the approach of chairs as the instructional leaders within the department. The current principal has chosen to keep this model in place.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Departments can request up to two release days per grade level team for the purpose of planning, alignment or assessment writing. The English Department has (2) release days grading of the District Writing Assessment (DWA).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- *All instructional materials and curriculum are aligned to the California Content Standards (CCS) and designated framework for each subject area.
- *Each department/core content area has a representative at District Task Force Meetings.
- *District assessments guarantee alignment of curriculum (including the District Writing Prompt).
- *Teachers are to spend no less than 51% of their lesson design centered on the textbook.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A (BHS is a comprehensive senior high school, and has no students in grades K-8).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A (Again, as a comprehensive high school there are no K-8 students at BHS).

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are BUSD School Board approved prior to implementation in the classroom. Materials are piloted by teachers, discussed as departments, recommended in BUSD Task Force prior to board approval. There is training for teachers as a part of this process. As part of routine over site, the school and District monitor Williams Act Compliance together. Students maintain a home set of books for all subjects and class sets are kept in every classroom at the site.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Burbank High School uses BUSD Board adopted instructional materials for all academic subjects and in accordance with California Content Standards (CCS) and state frameworks. The school meets Williams compliance.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

BHS has a dedicated Intervention Specialist and Intervention Counselor, as well as increased time for two school psychologists (1.6 FTE, in total). Student progress reports are reviewed every grading period and guidance counselors work with the intervention team to set SST or Attendance Support Team (AST) meetings.

Evidence-based educational practices to raise student achievement

The current discussion on grading and assessment alignment in accordance with WASC Action Plan #1 is based on the multi-year Algebra Project effort in BUSD and largely inspired by the work of Dr. Douglas Reeves and his "Case Against the Zero." Administrators and department chairs will participate in a book study of "Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation" by Shane Safir and Jamila Dugan to further discuss equitable grading practices and how they can be adopted at Burbank High School.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- *Burbank Family Services continues to provide mental health services to students in our Care Center. They offer drop-in sessions and individual and small-group counseling.
- *ASTs, SSTs, and referrals for students destined for the continuation high school program are held virtually or in person (depending on parent preference)
- *A dedicated Intervention Specialist and At-Promise Counselor support underachieving students.
- *An on-site ELD Coordinator and instructional support staff support our English Language Learners.
- *A growing menu of summer school, dual-enrollment credit-recovery, and independent learning programs are also possibilities for struggling students.
- *Counselors host both in-person and virtual meetings with students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent representatives on the School Site Council (SSC) are involved in the continued monitoring of the effective implementation of the Single Plan for Student Achievement (SPSA). Additionally, Burbank High School has an active English Learner Advisory Committee (ELAC), which is heavily involved in advising and guiding the English Language Development (ELD) program. We have continued with monthly PTSA meetings that alternate monthly between in-person and virtual. Burbank High has a large and active PTSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Although BHS does not receive Title I funding, we do receive Title III and funding for translation services. This year, we did receive Immigrant Funding as we did in the past as we did not show an increase for the 2021-22 school year, but since we show an increase for fall 2022, we will likely receive Title III immigrant based on fall 2022 numbers next year.

Fiscal support (EPC)

For 2022-23, Burbank High School's Title III LEP allocation for 2020-21 is \$20,668 (activities \$17,871 plus parent involvement \$2,798)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The principal drafts an initial plan for the SPSA, which is shared with members of the SSC. Recommendations are made and a final draft is presented to the BOE as part of our annual review. SSC members serve two-year terms, and include administrators, teachers, classified personnel, parents and students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Staffing is based on a district-wide formula and applied equally to all schools. Funding is done with a per pupil formula and distributed to schools on an equitable basis aiming to maintain a 30.5 class-size average across the district (and a 20 class-size average for classes for students with disabilities). One potential inequity identified is the lack of a credit recovery option for students with disabilities who are well below grade level, which has partially been addressed by the addition of "Cyber High" for students with disabilities. This credit recovery option was added to both the zero period and as a supplement for the Study Skills class this year. Another resource inequity being monitored is support for ELD 1 and 2 students. Numbers tend to grow substantially at the site over the course of a typical school year, which is hard to account for using the district-wide formula. Class caps have been formally set at 20 for ELD 1 - 4 language classes to allow students more access to their teacher.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.04%	0.1%	0.08%	1	2	2
African American	2.72%	2.5%	2.32%	69	62	57
Asian	5.48%	5.8%	5.90%	139	145	145
Filipino	3.67%	3.8%	3.17%	93	94	78
Hispanic/Latino	24.69%	24.2%	22.85%	626	604	562
Pacific Islander	0.2%	0.2%	0.28%	5	6	7
White	59.29%	60.2%	61.57%	1,503	1,501	1514
Multiple/No Response	2.37%	2.2%	2.40%	60	56	59
Total Enrollment				2,535	2,495	2459

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	614	655	676
Grade 10	633	605	631
Grade 11	654	618	595
Grade 12	634	617	557
Total Enrollment	2,535	2,495	2,459

Conclusions based on this data:

1. BHS enrollment decreased by 40ish students each year the past couple of years. There remains a trend of declining enrollment that matches trends in BUSD and in Southern California. This has a potential negative impact on funding.
2. Students subgroups percentages are relatively stable from year to year with no major fluctuations.
3. Burbank HS's "white" subgroup has a large percentage of Caucasian students and includes an even larger percentage of students of Middle Eastern decent as well. This makes BHS a more ethnically, culturally and linguistically diverse campus than might be evident at initial glance of the school profile. We conclude BHS must continue to embrace diversity, which we view as our strength.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	191	208	198	7.5%	8.2%	7.90%
Fluent English Proficient (FEP)	1,195	1,183	1,168	46.8%	46.7%	46.80%
Reclassified Fluent English Proficient (RFEP)	20	18	25	10.8%	9.4%	1.00%

Conclusions based on this data:

1. In 2020-21, 198 (7.9%) students were identified as English learners. While this is not a huge percentage in comparison to some regions of the State (23% average in CA), the school's ELL population is more linguistically diverse than many schools with a higher percentage of ELLs. There are fewer Spanish speaking students, and many languages represented from the Middle East and Russia in the BHS ELL population
2. In 2020-21, a huge percentage of BHS students (46.8%) were identified as Fluent English Proficient (FEP) students while 28 (13.5%) students were identified as Reclassified Fluent English Proficient (RFEP) -- about 10% of ELLs at BHS are reclassified as fluent in a typical school year.
3. The site will monitor how pending changes to immigration policies, DACA and Federal Executive Action will change moving forward in a Biden Administration. This, as well as the recent military conflict in Armenia could impact future EL data trends. Moreover, the site shall monitor how the State vaccination mandate impacts enrollment trends -- especially those in significant subgroups.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,459	34.5	8.6	0.2
Total Number of Students enrolled in Burbank High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	211	8.6
Foster Youth	5	0.2
Homeless	12	0.5
Socioeconomically Disadvantaged	849	34.5
Students with Disabilities	246	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	2.3
American Indian	2	0.1
Asian	145	5.9
Filipino	78	3.2
Hispanic	562	22.9
Two or More Races	59	2.4
Pacific Islander	7	0.3
White	1,514	61.6

Conclusions based on this data:

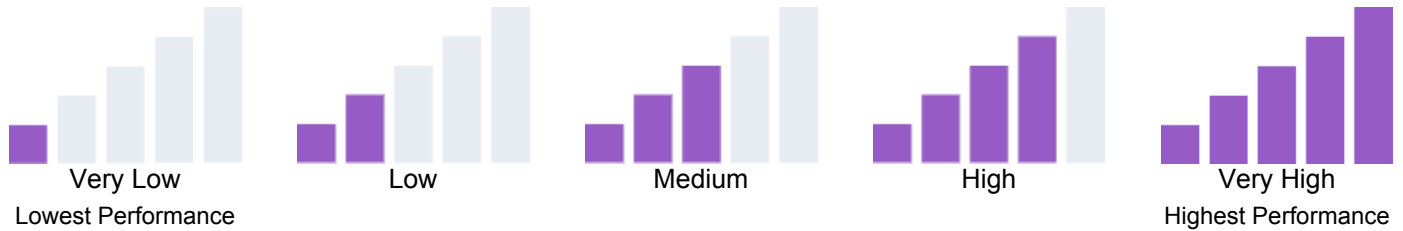
1. This year continued the trend of ELLs being enrolled in an on-going basis throughout the school year. The site must examine what this means to the overall schedule when building the MST.
2. The enrollment has stayed steady over the past few years.
3. The White subgroup (61.6%) and Hispanic subgroup (22.9%) represent the largest subgroups at school.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate Very High	Suspension Rate Medium
Mathematics Medium		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. The school has excellent Dashboard data related to our college readiness, graduation rate, and most academic performance data.
2. English Language Arts and Math Academic Performance, while on par with trends in the State of California, is an area for growth. Preliminary data related to the Algebra Project continues to have a positive trajectory.
3. The Suspension Rate is a relative concern and needs to be studied further to mitigate potential issues.

School and Student Performance Data

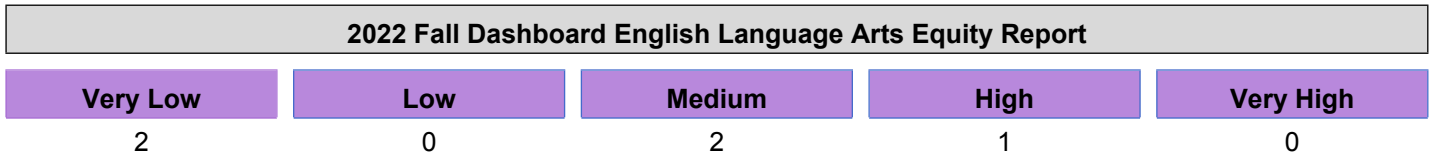
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

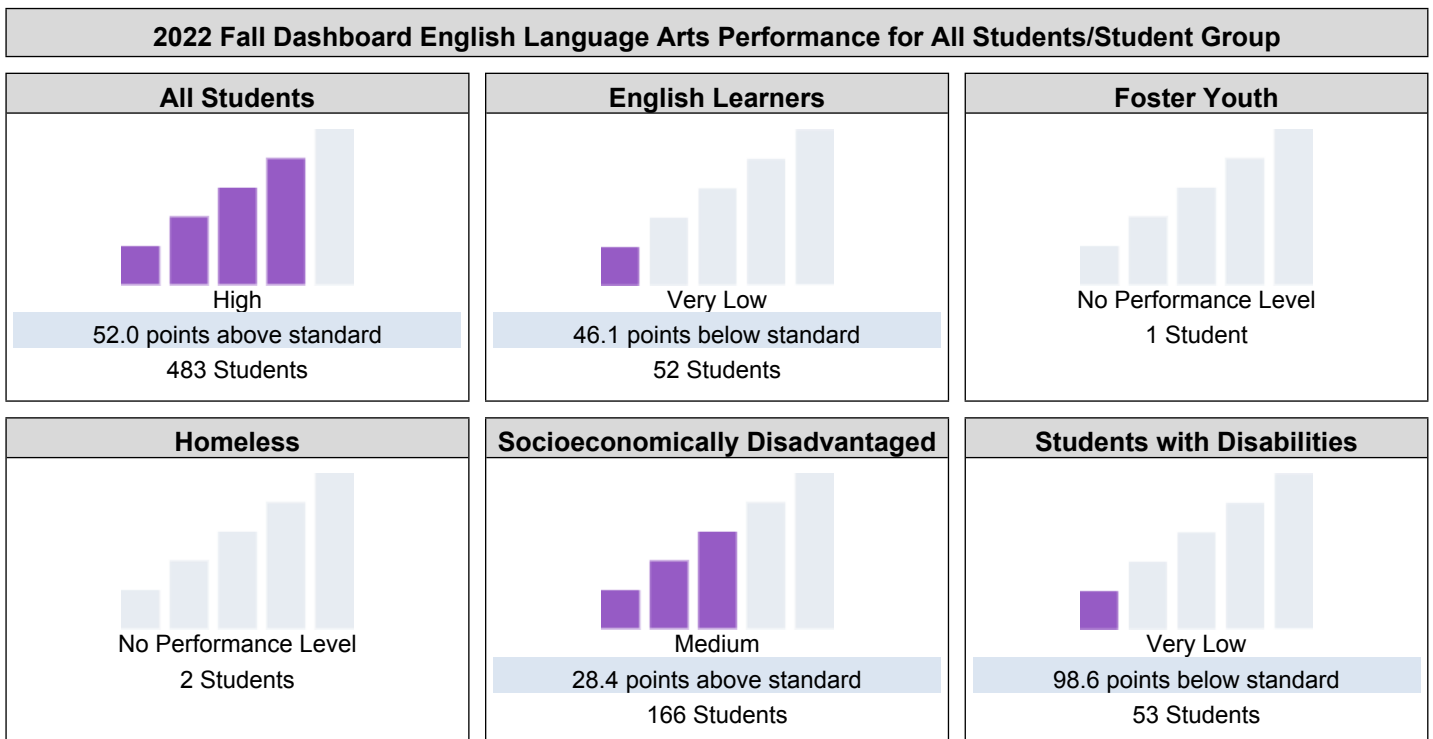
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



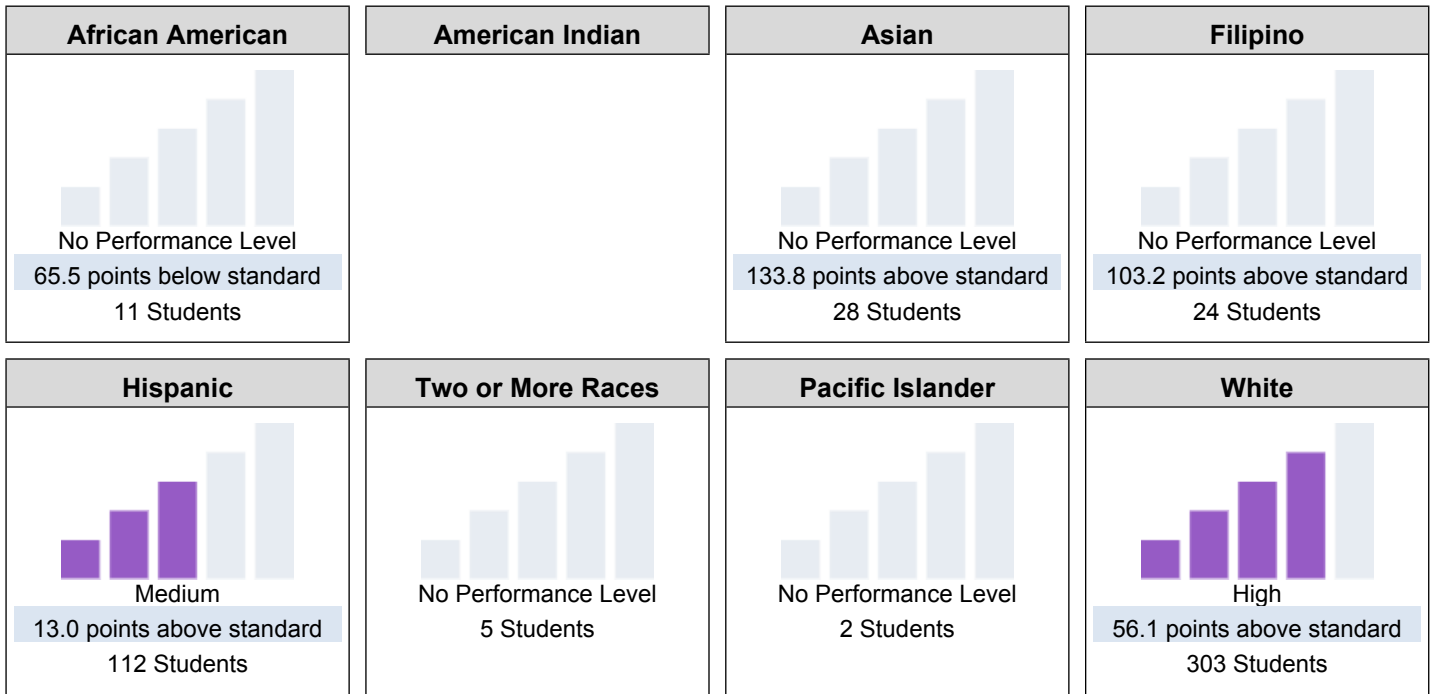
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.4 points below standard 24 Students	30.7 points below standard 29 Students	52.3 points above standard 210 Students

Conclusions based on this data:

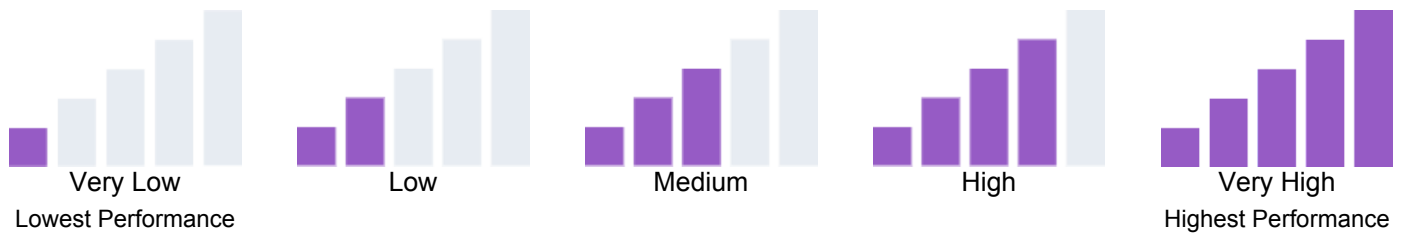
- All Student ELA achievement is 52.0 points above standard.
- English Language Learners (Very Low) and Students with Disabilities (Very Low) continue to struggle in comparison to their English Only, non-disabled peers with ELA Academic Data.
- The site is also concerned about ELA achievement for the following subgroups: SEDs, Hispanic. The data needs to be studied and a remedy plan developed.

School and Student Performance Data

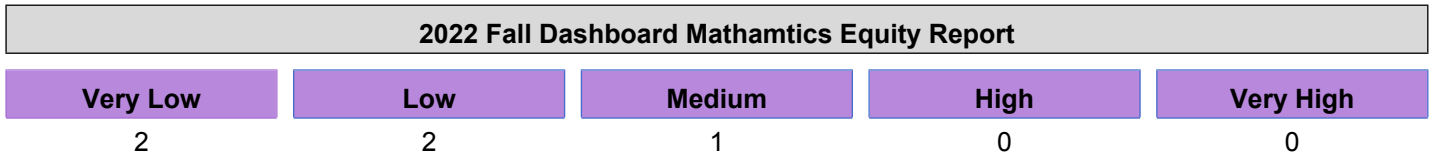
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

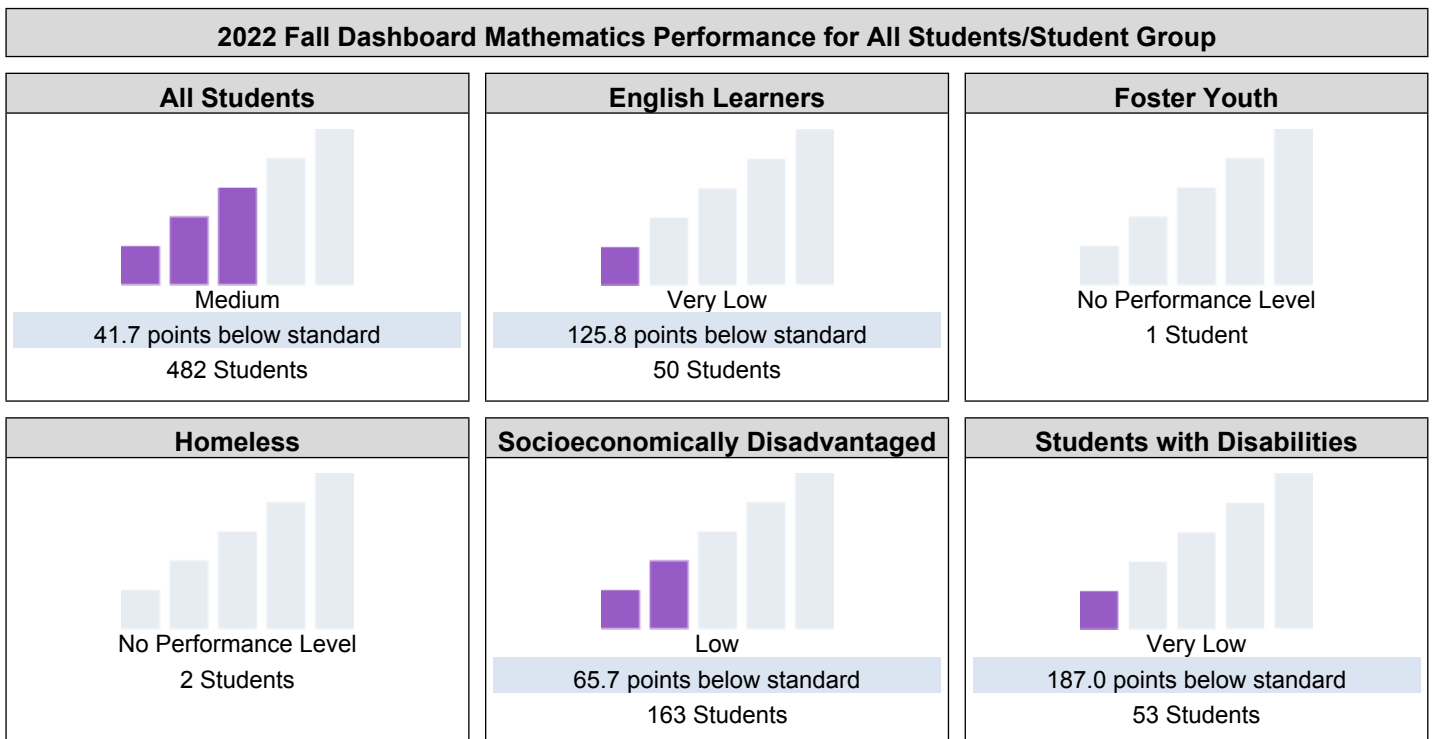
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



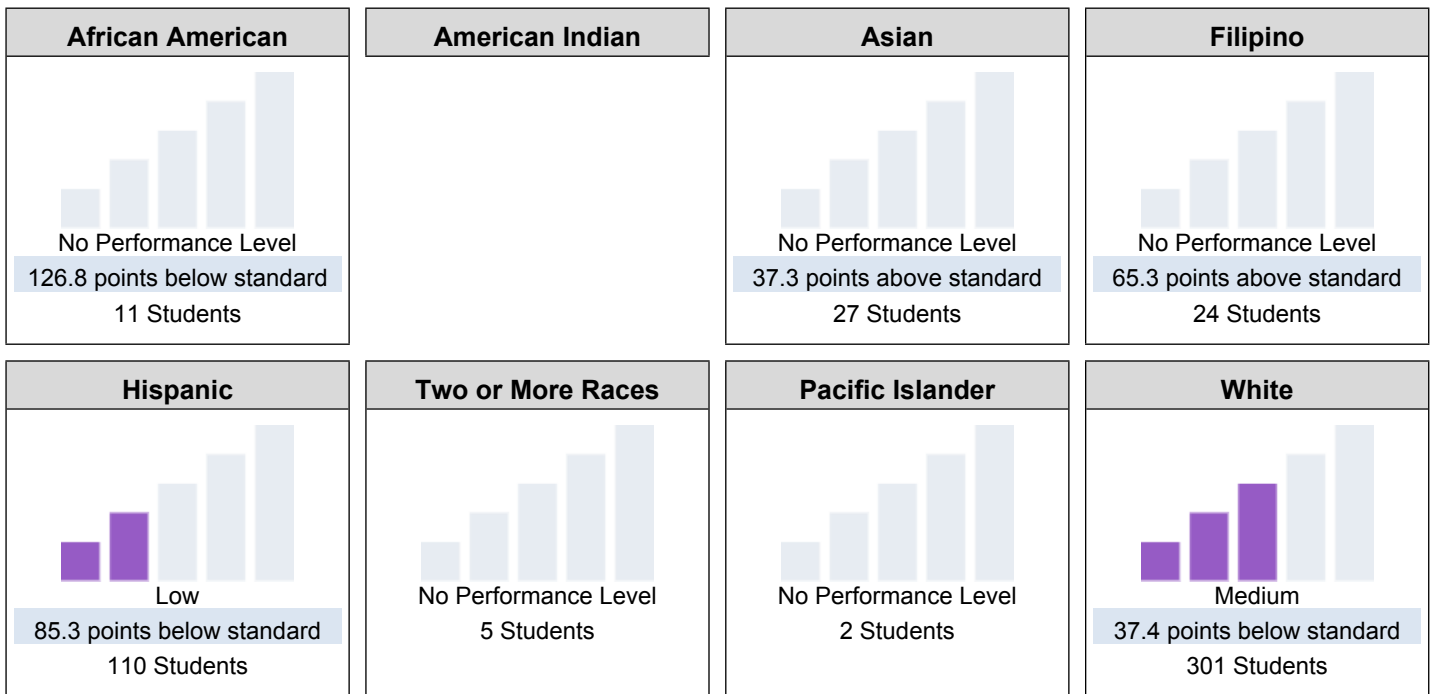
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159.9 points below standard 23 Students	102.1 points below standard 28 Students	37.5 points below standard 211 Students

Conclusions based on this data:

1. Math achievement for All Students is in the Medium range with 41.7 points below standard. This suggests a need to continue to focus on core instruction while giving attention to skill building and MTSS support in math.
2. English Language Learners and Students with Disabilities is in the Very Low range and is a concern. This needs to be studied and a remedy plan be developed.
3. Math achievement for SEDs and Hispanic subgroups is in the Low range and is a concern. This needs to be studied and a remedy plan be developed.

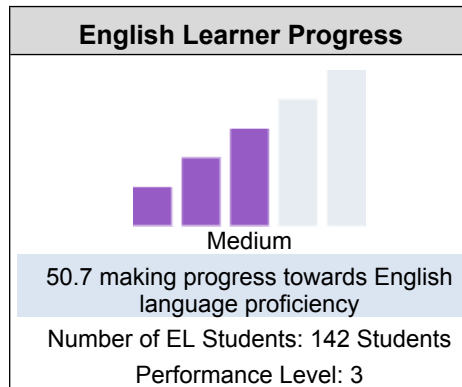
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	49	10	62

Conclusions based on this data:

1. From the 2022 Dashboard, 50.7% of English Learners progressed at least one ELPI level.
2. From the 2022 Dashboard, 11.1% of English Learners decreased one ELPI level.
3. 62 English Learners are making progress towards English language proficiency consisting of 142 students.

School and Student Performance Data

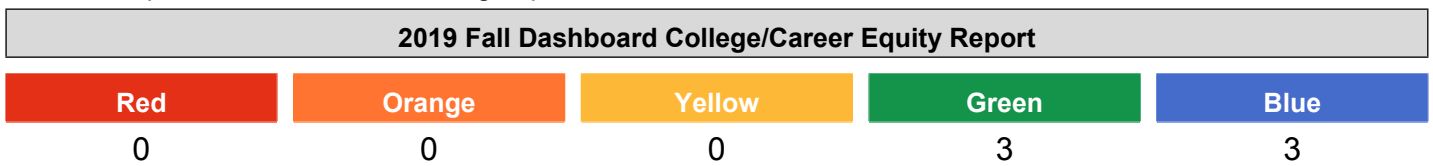
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>72.1</p> <p>Increased +7.8</p> <p>591</p>	<p>English Learners</p> <p>Green</p> <p>60.9</p> <p>Increased +30.6</p> <p>64</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>63.6</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>66.7</p> <p>Increased +6.2</p> <p>333</p>	<p>Students with Disabilities</p> <p>Green</p> <p>40.3</p> <p>Increased +22.3</p> <p>62</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 75 Increased Significantly +21.7 16	 No Performance Color 0 Students	 Blue 88.4 Increased +2.3 43	 No Performance Color 81.6 Increased Significantly +14.9 38
Hispanic	Two or More Races	Pacific Islander	White
 Blue 65.2 Increased Significantly +17.1 161	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 73.1 Increased +4.1 308

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	64.3 Prepared	72.1 Prepared
Approaching Prepared	18.8 Approaching Prepared	13.9 Approaching Prepared
Not Prepared	16.9 Not Prepared	14 Not Prepared

Conclusions based on this data:

- 72.1% of all students were deemed "prepared" for College/Career.
- BHS had a 7.8% increase from 2018.
- The focus on a-g completion and a college going culture seems to be increasing students prepared for post-secondary opportunities upon completion of high school.

School and Student Performance Data

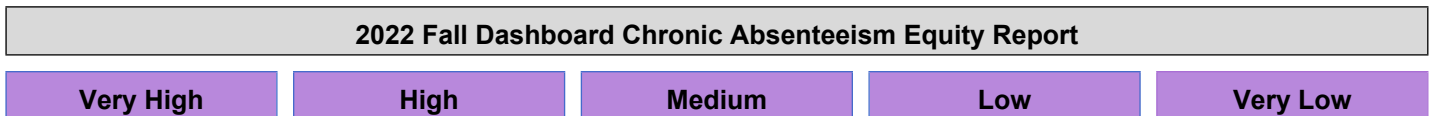
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

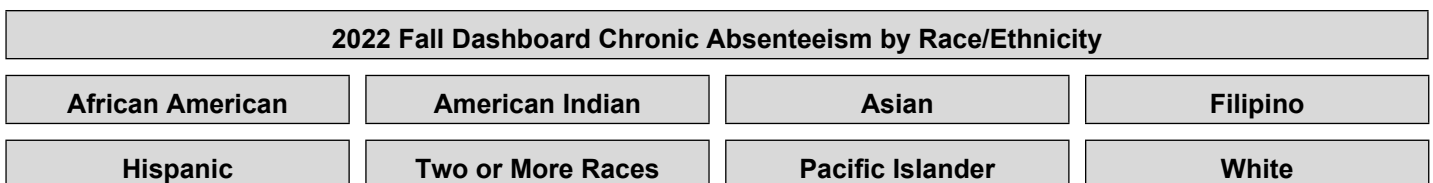
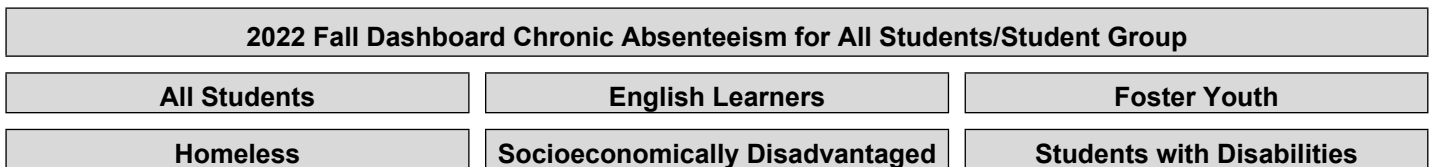
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



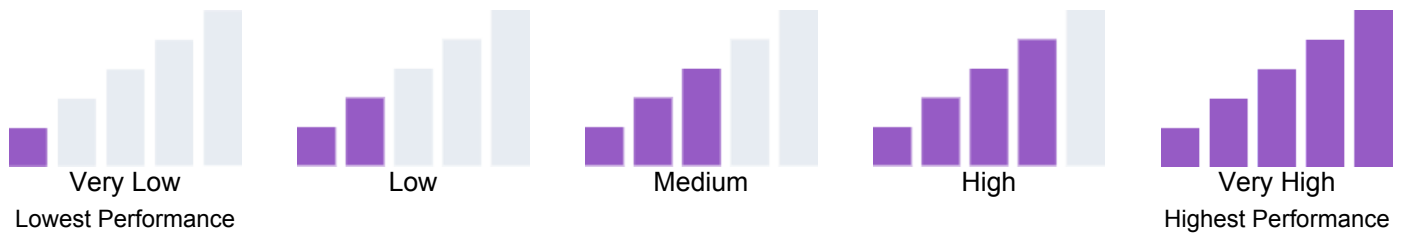
Conclusions based on this data:

1. Overall daily attendance is strong at BHS and in BUSD, but, there are still too many students who miss 10% of the school year or more and are chronically absent. Statistically, students with disabilities and students who are ELLs miss more school days than their English Only, non-disabled peers.
2. There is a correlation between subgroups who perform well on academic testing, are deemed college/career ready, graduate on time and those who attend school each day.
3. Distance learning attendance was steady (as high as 98%) for synchronous class sessions during distance learning in the first quarter, but was drastically less in asynchronous Friday work (68%). The site returned to a focus on chronic absenteeism with a return to campus for '21-22.

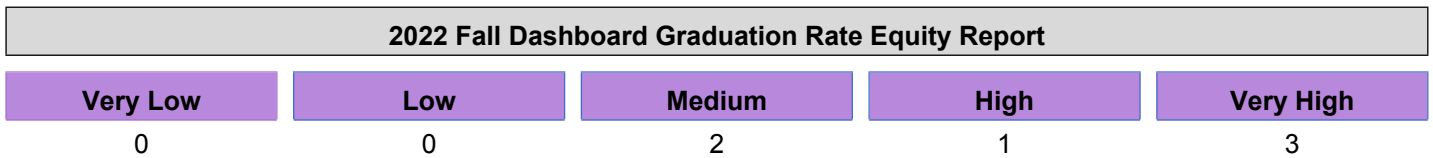
School and Student Performance Data

Academic Engagement Graduation Rate

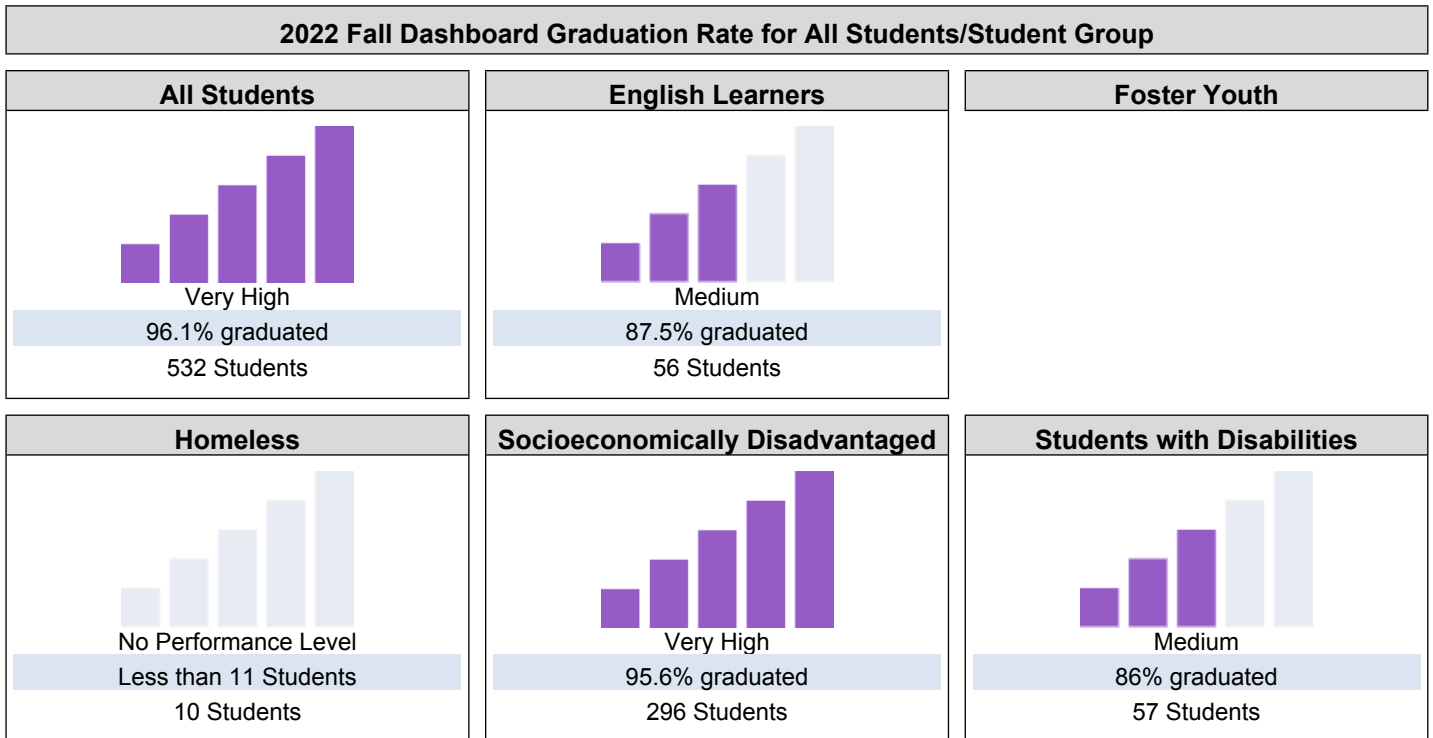
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



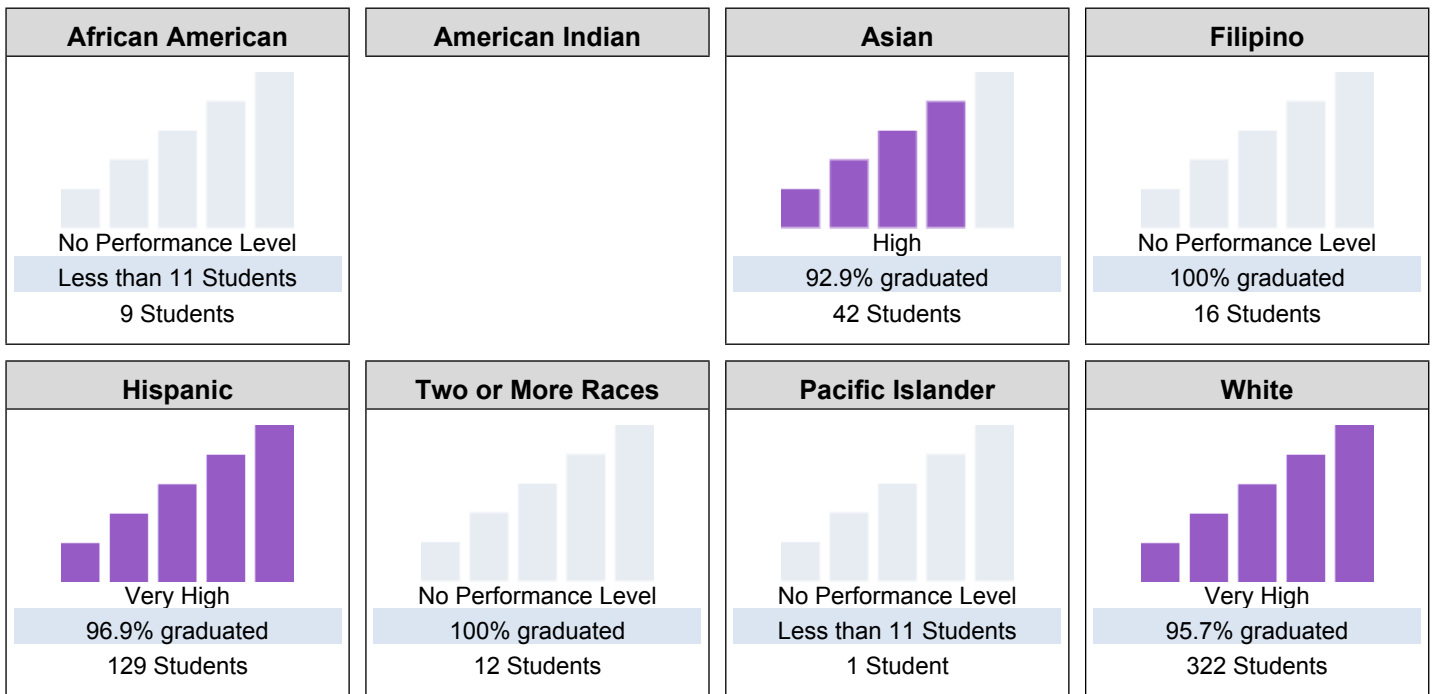
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

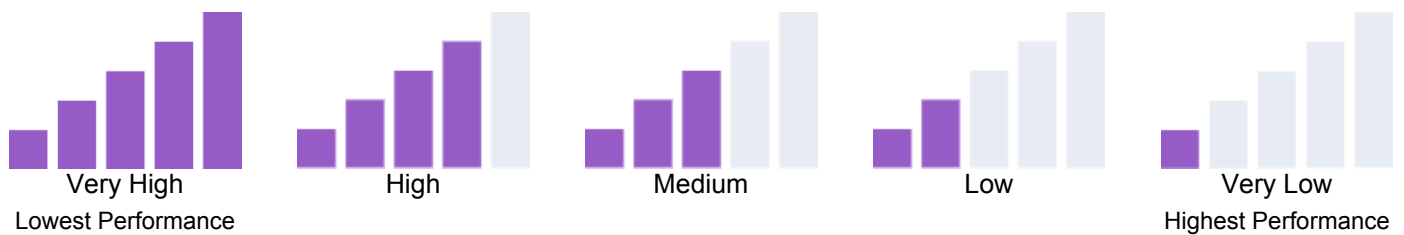
1. The graduation rate is strong, 96.1%, putting all students in the Very High category.
2. ELLs kept pace with their English only peers with a graduation rate of 87.5% in the Medium range.
3. Our site administration has discussed non-diploma track students with disabilities as well as increased requests for the CHSPE.

School and Student Performance Data

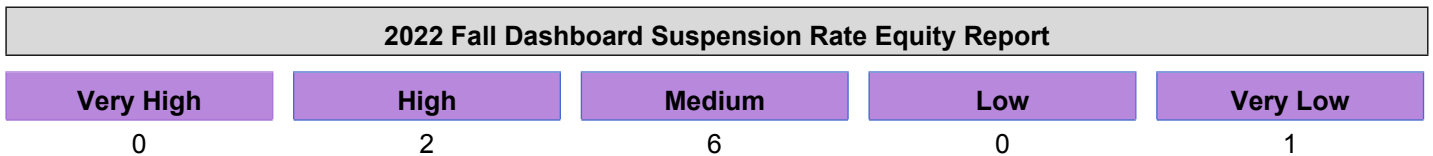
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

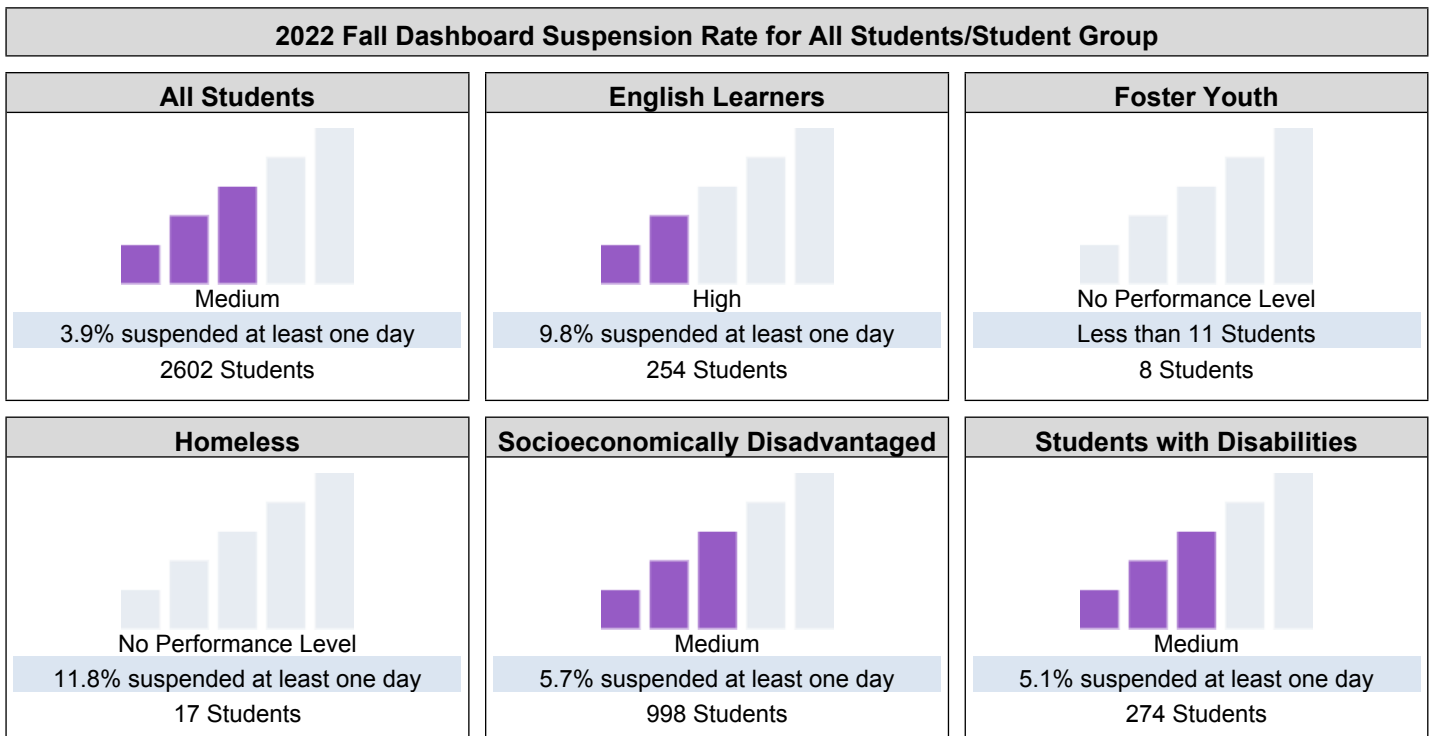
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



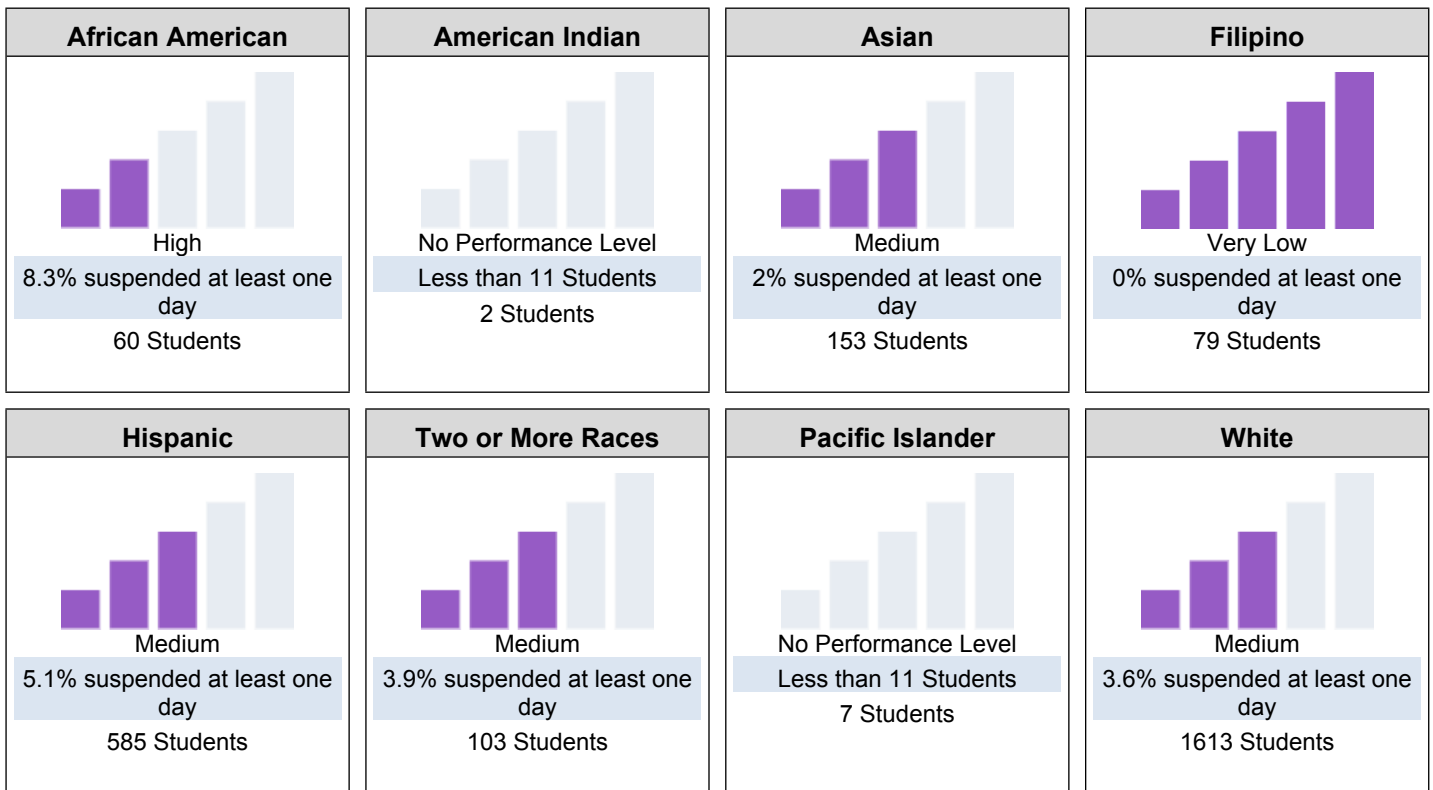
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The All Student subgroup stands at the Medium Category with 3.9% of students suspended for at least one day.
2. Two subgroups are in the High Category: English Learners (9.8% suspended at least one day) and African Americans (8.3% suspended for at least one day)
3. The remaining subgroups are in the Medium Category and need to be carefully monitored: SEDs, SWDs, Hispanic, Asian, Two or More Races, While

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

STUDENT ACHIEVEMENT AND STUDENT OUTCOMES

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students and staff will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-2023 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain highly qualified employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Maintain efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

To increase student achievement and outcomes for all learners.

Identified Need

Increased student academic achievement primarily in English Language Arts and math with a focus on targeted subgroups (English Learners, Students with Disabilities and Socioeconomically disadvantaged students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased achievement on CAASPP and ELPAC	Increase from Spring 2018 CAASPP and ELPAC dat, the last set of complete data	3% higher achievement on CAAASPP and ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Alignment of instruction with the California Content Standards (CCS) through common assessment development. Use of department meetings to develop our school-wide assessment and grading practices norms. Pilot with at least one teacher from each department in Spring '23 with the goal of school-wide implementation in the Fall of '23.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Professional development time will be used to train faculty in best instructional practices and engagement strategies. This includes collaboration time for teachers. Since we are losing weekly early-release days for professional development, we may need to provide release time for departments to meet, which could require substitute teachers or "friendly" coverage where teachers cover for each other. Some monthly faculty meetings will be given to departments to meet.

No additional site categorical funds will be required to implement this action, however, LCFF supplemental will fund sub days for teachers on the ILT, and possibly in departments, for release time to collaborate due to lost early-release Monday collaboration time second semester.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration within content areas will allow for the development of performance tasks and lesson designs that meet the demands of the 21st skills that should be found in California State Standards aligned classrooms (critical thinking, citing-evidence, and deeper-conversations that demonstrate these essential skills).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

The four action-goals identified in our most recent WASC Self-Study will drive a collaborative approach to on-going professional development.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, English Learners and students at-risk for other risk factors.

Strategy/Activity

Increased credit recovery opportunities for students with disabilities through Cyber High. Increased inclusion opportunities for these students through increased co-teaching courses at BHS. Goal being that all students with IEPs will spend 51% of their day or more in the general education setting with at least one opportunity in a sport/PE, an elective and at least one general education course within their schedule.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III

0001-0999: Unrestricted: Locally Defined
An intervention team meets monthly to discuss progress and future interventions goals.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Teachers who work closely with students from the EL population will have on-going training in effective SDAIE strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,870

Source(s)

Title III Part A: Language Instruction for LEP Students
0001-0999: Unrestricted: Locally Defined Site ELD Coordinator and District ELD Coordinator working to provide cohorts of ELD students in general education classes, as well as the possibility of additional sections of ELD classes to provide more support. Also looking to implement tutoring services for ELD students.

No additional site categorical funds will be required to implement this action.

2,798

Title III Part A: Language Instruction for LEP Students

Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities (SWD)

Strategy/Activity

Special Education teachers and general education teachers who co-teach inclusive classrooms will have ongoing training in strategies to increase the achievement level and the engagement of students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Site personnel will collaborate with district personnel to establish appropriate training to

meet the needs of SWD. We are also seeking coaching for the collaborative teaching model to specifically train teachers in Universal Design for Learning (UDL).

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

English Learners will have the continued support of a full time ELD Coordinator and a half-day office specialist. These staff members will conduct ELPAC assessments, maintain record keeping, and support students from the EL population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

The site will continue to allocate a .4 FTE for the ELD Coordinator to dedicate appropriate time to assessing and monitoring students. She will also be supported by a half-day ELD office specialist.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at-promise and ELLs.

Strategy/Activity

Dedicated counselor and Intervention Specialist will oversee at-promise and ELD students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

A dedicated counselor will have a reduced overall caseload, and in-turn they will oversee EL learners, students with 504s, students identified as at-risk (chronic failures) and students from the EL population. They will work closely with the School Psychologist, Intervention Specialist and admin-designee. A monthly meeting with attendance clerk, counselors, school psychologist, intervention specialist, administrators, and the school nurse is held to plan interventions and "critical care" for our most vulnerable students. It also provides data to help us monitor interventions and student progress.

No additional site categorical funds will be required to implement this action.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation strategies associated with the current LCAP plan have had an impact. The dedicated Intervention Counselor and Intervention Specialist have supported at-risk students and improved outcomes. This isn't necessarily reflected in Dashboard data but is more noticeable in terms of graduation rate, attendance, and connectedness to school. Overall, ELA and math academic performance data on the CAASPP is stagnant, with math achievement data being a targeted area where there remain opportunities for growth. BHS will continue to seek intervention courses for students at risk of not earning the credits necessary for a diploma. The school would like to continue to work with District stakeholders to reduce D/F marks for students in Algebra I and we have seen some early progress through a collaboration called the "Algebra Project."

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One-time money associated with Covid and school reopening have created opportunities to support some of our most critical care students. Continuing these opportunities when these funds are depleted is a challenge moving forward.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal required continuous reevaluation. The WASC mid-cycle review provided an opportunity to move from pockets of excellence and to build systems that support all learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

SCHOOL CLIMATE

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

Burbank High School will continue to find new and innovative ways to connect students and staff members to campus during the school year.

Identified Need

Increase practices to embrace a student-centered approach to teaching and learning. Continue to find ways to celebrate our diverse student body and how best to support the needs of our students academically and social-emotionally. Seek ways to support teachers both professionally and social-emotionally so they are better equipped to support students' diverse needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate/Satisfaction survey	2021-2022 2nd semester climate/satisfaction survey baseline	Increased response on climate survey indicating student and staff positive responses

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Burbank High School will collaborate in departments and across disciplines during Early Release Mondays and Tuesday meeting opportunities..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

No additional site categorical funds will be required to implement this action.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Burbank High School will assess and make changes to the Student Center to increase student and parent access to counselors and administrators.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Counselors held virtual office hours for parents during the 2021/2022 school year. They will

continue to offer virtual or in-person office hours for parents by appointment. Students access their counselors through drop-in services and by appointment. The intervention specialist checks in with and makes calls to students with attendance issues or other barriers.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School psychologist will present to staff keys to identifying at-risk teens.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Time at faculty meetings will be dedicated to training teachers on signs of at-risk students. We will also seek ways to share data from our "Critical Care" meetings to share with teachers and receive input from them.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Learning walks are a part of the campus culture, but are limited to Site Leadership for the 21-22 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Faculty learning walks were paused for the 21-22 school year and the start of the 22-23 year due to Covid concerns and the sub shortage. We plan on reinstating them for the second semester of the 22-23 school year if sub shortages and class coverage issues are alleviated.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Admin will utilize ASB's connection to students and student needs to help identify needs in cultural shifts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

ASB has their own budget

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school climate goal is being addressed with fidelity and being met. Encompassed in this goal is a focus on "culturally responsive teaching," which helps faculty and staff center their effort on continuing to improve the school climate. In the summer of 2020, roughly 15 teachers and staff formed our "Equity Committee" focused on this goal. The group has members on District "DEI"

focus groups, completes book studies and article reads, has led professional development for staff, and is furthering the mission of making the four years of high school a memorable and positive experience for ALL BHS students. For the 2022-23 school year, the staff elected four teacher DEI leads who will attend professional development and then lead the staff in implementing changes. DEI leads to meet monthly with our "Equity Committee" and the principal. They also attend monthly district DEI meetings and help plan activities to celebrate and recognize diversity on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 20-21 year was focused on a safe return with COVID protocols. The 22-23 year began with a focus on safe return with COVID protocols, and we continue to build a more positive and collaborative school environment through improving communication with staff, students, and families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments to this goal are referenced in the first ten pages of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ACADEMIC CONTENT AND PERFORMANCE STANDARDS

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

To successfully implement the California State Standards across all subject areas.

Identified Need

The California State Standards will be addressed through "Excellent First Instruction." The goal will be addressed with fidelity as the site has doubled the amount of collaborative time to focus and align instruction to the standards and expectations for 21st century classrooms in the era of California State Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased achievement on CAASPP and ELPAC	Increase from Spring 2018 CAASPP and ELPAC data, the last set of complete data	Increased student achievement as measured by the CAASPP and ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Frequent administrator visits to classrooms. On campus the goal is that the principal will visit three classrooms per day, while assistant principals will visit five per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Administrators are expected to visit classrooms and debrief together the best-practices and areas of improvement that they are observing. They will then plan professional development with department chairs to best address areas of improvement.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Department Chairs shall serve as instructional leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Data analysis of student marks should coincide with each grading period. Departments will continue discussions on common late work policies, equitable grading practices, minimum requirements to pass a class, common assessments, and how to address teacher needs for professional growth. A main goal will be to provide equitable experiences for students regardless of their teachers.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site professional development shall focus on WASC Action Plan 1-4 as reviewed in the mid-cycle review from Spring 2022.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Collaborate on a school-wide grading and assessment policy.

No additional site categorical funds will be required to implement most of this action; however LCFF supplemental will fund sub days for teachers on the ILT to attend the site workshop.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Departments will continue to identify the most essential big ideas and learning targets that must be addressed and ultimately mastered while determining what stays and what goes in terms of traditional pacing and units.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Department Chairs are currently working with Site Administrative Team on a School-Wide Grading and Assessment Framework to align instruction more across departments and grade levels.

No additional site funds will be required to implement this.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school has been very successful in implementation of said strategies/activities and progress on this goal. Survey data from staff suggests faculty and staff has positive feelings about purposeful professional development aimed at standards-based alignment of instruction and pedagogy. All teachers are by now familiar with the CCS and teaching the standards in their classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The biggest challenge last year was the loss of period zero instructional minutes in the site's total instructional minutes which limited our Early Release Mondays. The site worked with the Union and District on a bell schedule for 2022-2023 school year in accordance with a State SB that sets a start time of 8:30 AM for high schools in CA. Our site currently used the early release time during the first semester. We will allocate three for next semester and distribute the early release time evenly for next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will continue, with changes reflected in the first ten pages of this SPSA. The California State Standards will be addressed through "Excellent First Instruction" and through our work on a school-wide grading and assessment policy to better align instructional pedagogy as a school site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

SCHOOL CLIMATE AND STUDENT ACCESS

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

To increase student and parent access to all members of the Burbank High School community.

Identified Need

There is a need to reach out to the student and parent communities to increase their familiarity with the services and opportunities provided at BHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 2nd semester climate/satisfaction survey	2021-2022 2nd semester climate/satisfaction survey baseline	Increased response on climate survey indicating student and staff positive responses

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors and administrators host quarterly meetings for parents in person and/or Zoom. We also offer FAFSA workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Principal attends all PTSA meetings, hosts coffee chats, etc. She sends a weekly newsletter to students and parents and sends email and phone blasts weekly communication to all households.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The counselors will conduct four parent nights each school year, or two each semester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Grade level meetings were conducted before Back to School Night, a Financial Aid Night will

occur in the Fall, a Parent Academy and a Senior Meeting prior to graduation will occur.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PE 9 teachers and Guidance Counselors will focus on SEL lessons that reconnect students to campus when it is safe to do so.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Counselors visit every grade level and present in classrooms lessons that relate to such things as social-emotional well being, stress reduction, college and career readiness. We will increase this effort, through Project Wayfinder in PE 9 classes.

No additional site categorical funds are required. Project Wayfinder was purchased through Covid funding and site funds.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Each strategy under this goal has been implemented and has been successful. The additional counselor (the school now has six), the dedicated intervention counselor, the increased Psychologist time (presently at 1.6) and the ability to maintain a dedicated Intervention Specialist has made the school's effort towards the articulated goal possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school had a change of leadership in the summer between the 2018-19 school year, the 2019-2020 school year, and the 2022-2023 school year. The 2019-2020 school year was then cut short due to COVID-19. As such, the strategies related to connecting parents, students, and others to our campus community had been stretched by transitions in leadership and changes associated with distance teaching and learning. Last year, Burbank High School returned to holding on-site events, activities, parent meetings, and student events that have continued during the 2022-2023 school year. Virtual options are still offered as an alternative when possible. At the beginning of the 2022-2023 school year, parents expressed through a survey that they wanted increased communication from the school administration. A weekly newsletter that includes important announcements, upcoming events, cultural celebrations, scholarships, and job posting for students is sent via Blackboard Connect.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site successfully implemented a better process for building the master schedule and placing students in appropriate classes despite additional changes to the Site Leadership Team. Site leadership wants to continue with more inclusive class placement in the years ahead.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

STUDENT ENGAGEMENT AND PARENT INVOLVEMENT

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

To increase student participation and achievement in academics, the arts and the development of a college and career plan.

Identified Need

There is an abundance of research in support of the arts and achievement in school, and at BHS these programs are thriving. The CTE programs have also expanded in recent years, and, the addition of three NAF academies ensure that the school is helping students enter post-secondary both college and career ready. The need is to continue to support and strengthen the CTE programs and seek additional opportunities for students to learn about technical education and careers in addition to the traditional two or four-year college path.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 2nd semester climate/satisfaction survey	2021-2022 2nd semester climate/satisfaction survey baseline	<p>Increased response on climate survey indicating student and staff positive responses</p> <p>Increased student achievement through the CTE courses</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially those at-risk and with an academic history of low marks.

Strategy/Activity

Our Student Center pulls "D/F Reports" each progress report period to support counselor and administrator meetings with students and families. Counselors and admin team hold SST or SART meetings as appropriate with the student and families. Admin, counselors, attendance clerk, intervention specialist, school psychologist, and school nurse meet monthly to discuss "Critical Care" students and plan additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Three-year D/F data analyzed by all faculty, in departments and as an ILT team.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th grade students, and upperclassmen completing Health requirement.

Strategy/Activity

Health classes to incorporate CTE anchor standards of the CCS through the implementation of "Get Focused, Stay Focused" curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

The careers component of the 9th grade Health class to be expanded and aligned to the CCSS CCR Anchor Standards. Students will receive instruction through the "Get Focused, Stay Focused" curriculum.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Arts Career Pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Several Career Pathways in the arts were implemented last year. These will include various Digital Media Pathways, Manufacturing/Design, and Engineering/Design. Enrollment numbers have increased, showing a higher demand for Career Pathways at Burbank High School.

No additional site categorical funds will be required to implement this action.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

600+ NAF Academy Students

Strategy/Activity

Implementation of three NAF Academies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Three NAF Academies have been established in Medical, Business and Engineering. A STEAM Lab opened in 2019 with a Maker Space, medical equipment room and technology lab. A full-time Engineering teacher was added to the staffing plan for Fall 2021. Numbers of students enrolled in NAF academies is steadily increasing.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors meet with students to discuss grad requirements and possible options for the future.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College and Career center is open on campus and provides information and help to students looking to plan what to do after high school. The College and Career Center also hosts several college and career fairs and informational sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is an abundance of research in support of the arts and achievement in school, and at BHS these programs are thriving. The CTE programs have also expanded in recent years, and, the addition of three NAF academies ensure that the school is helping students enter post-secondary both college and career ready.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

These programs faced challenges in the distance learning model. Since returning to in person learning, our programs have shown growth. We continue to work with industry partners and local resources to strengthen pathways and continue to grow our programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal and related strategies/activities remain in place and relevant for BHS.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$20,668.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III Part A: Language Instruction for LEP Students	\$20,668.00

Subtotal of additional federal funds included for this school: \$20,668.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$20,668.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title III Part A: Language Instruction for LEP Students	20,668.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	17,870.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
	None Specified	0.00
	Title III Part A: Language Instruction for LEP Students	2,798.00
0001-0999: Unrestricted: Locally Defined	Title III Part A: Language Instruction for LEP Students	17,870.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,668.00
Goal 2	0.00
Goal 3	0.00

Goal 4

0.00

Goal 5

0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Julie Markussen	Principal
Britta Maslyk	Other School Staff
Dena Grimshaw	Classroom Teacher
Barbara Perry	Classroom Teacher
Linda Bitto	Other School Staff
Jonathan Chpolansky	Secondary Student
Diya Patel	Secondary Student
Mateyo De Leon	Secondary Student
Kelly Duenckel	Parent or Community Member
Leila Casey	Parent or Community Member
Kirsten Morris	Parent or Community Member
ELAC PARENT -- Vacant	Parent or Community Member
Classroom Teacher--VACANT	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 10, 2020.

Attested:

	Principal, Julie Markussen on 12/10/2021
	SSC Chairperson, Julie Markussen on 12/10/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019