

SECONDARY INTERVENTIONS HIGH SCHOOLS

Interventions are a set of steps taken to help improve an academic area. These supports happen in individual classrooms, but also happen on a larger scale at all of our school sites. Effective interventions are:

- Intentional: Interventions aim to target specific learning needs based on data, feedback, and past results of a student's learning.
- Specific and Formalized: Interventions last a certain number of weeks or months and progress is reviewed regularly.
- Flexible: The school can change interventions based on its impact.

Here are a few of the many unique interventions in place in Burbank Unified School District high schools.

Principal: Matt Chambers
API: Kenny Knoop
AE Coordinator: Jamie Hall
ELD Counselor: Jennifer Sohn Lim
Intervention Specialist: Erika Anderson



SPOTLIGHT ON: ACADEMIC EXCELLENCE

WHAT IT IS: Academic Excellence is a school-wide intervention period targeting students with academic, executive functioning, and organization needs. Link Crew is a group of roughly 120 juniors and seniors who help over 600 freshman acclimate to the school.

HOW IT WORKS: Students attend Academic Excellence three times a week. Students work on assignments with teacher or peer tutor assistance. All 9th grade students and students with more than 3 Cs are assigned a specific classroom to attend; all other students have AE Choice, which allows them to check in at the quad and get help as needed or work independently.

SUCCESSSES: Students are able to seek targeted help through AE choice. Teachers are able to get assistance through peer tutors.

Principal: Thomas Crowther
API: Heather Pittman
APG: Narineh Barzegar
ELD Counselor: Kevin Adamson
Intervention Specialist: Elias Uribe



SPOTLIGHT ON: SUPERVENTION

WHAT IT IS: At Burbank High, period 1 and 5 have a "Supervention" class for SPED and General Ed students to receive additional support in math.

HOW IT WORKS: General Ed Supervention is made up of 9th and 10th graders who need support in math. Upperclassmen tutor and mentor them, and teachers offer additional support. Participants get caught up on work and may work on credit recovery.

SUCCESSSES: Students are able to seek assistance as needed and have regular lessons on executive functioning skills, stress management, and organization. Teachers can work with students on targeted topics. Upperclassmen are able to put their service towards service hours and the class counts as an elective similar to office/class assistant.

Principal: David Guyer
API: April Weaver
School Psych: Sharon Aponik



SPOTLIGHT ON: I-READY DIAGNOSTICS

WHAT IT IS: i-Ready is a computer-based intervention program targeting students with English/Language Arts and math needs.

HOW IT WORKS: Students take a diagnostic test at the beginning of the year to see where their needs are. Based on this diagnostic, teachers are able to have students log in and do targeted lessons on those domains. The primary usage at Monterey is in seeing student needs and creating courses and strategies to address those specific needs. Based on last year's diagnostic, the school discovered a need for targeted instruction in reading comprehension.

SUCCESSSES: Teachers and administrators are able to provide targeted instruction after viewing the results of the diagnostic.

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Principal: Wendy Heard
Counselor: Jonathan Vasquez



SPOTLIGHT ON: APEX PROGRAM

WHAT IT IS: APEX is a comprehensive online curriculum which includes, multimedia content (text-rich), assignments, quizzes, and tests for 7-12 grade ILA students to take independently with teacher support, management, and guidance.

HOW IT WORKS: Students at BUILA complete APEX either as part of their full course schedule, credit recovery, or for intervention. These courses are accredited through WASC and are A-G compliant. Students in BUILA take one course at a time and complete them in 22 school days. Students may also dual enroll and take courses at ILA and at another BUSD site.

SUCCESSSES: Students and families are able to have flexible learning environment and ILA can accommodate work and life schedules.

Principal: David Guyer
School Psychologist: Avra Warsofsky
Counselor: Jonathan Vasquez



SPOTLIGHT ON: SCHOOL COUNSELING

WHAT IT IS: In addition to meeting academic requirements, Magnolia Park School provides school-based counseling and behavior services to high school students and their families. The program focuses on developing pro-social coping/life skills. Each student receives at minimum 60 minutes per week of both individual and group counseling and 60 to 240 minutes per month for parent counseling.

HOW IT WORKS: The clinicians at Magnolia Park School work collaboratively with teachers, behavior aides, and the Program Specialist/School Psychologist throughout the day as issues and challenges arise.

SUCCESSSES: Students and families are able to get support as needed.

Principal: Frank Fuentes
School Psychologist: Anita Kostas



SPOTLIGHT ON: MOSAIC PARTNERSHIP

WHAT IT IS: Students in Burbank Community Day School have several partnerships. One partnership is with CSUN's MOSAIC program. MOSAIC gives CSUN students the opportunity to mentor BCDS students and provides BCDS students with additional academic and social support. Other partnerships include Astro Audio Video Lighting, Boy Scouts of America, Nickleodeon, and The Chuck Lorre Family Foundation.

HOW IT WORKS: Students are paired up with a CSUN student to go over academic goals, get tutoring help, and for college planning guidance.

SUCCESSSES: Through MOSAIC, CDS students are able to see what a college path might look like and get positive support from a peer.

SECONDARY INTERVENTIONS MIDDLE SCHOOLS

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Here are a few of the many unique interventions in place in Burbank Unified School District middle schools.

Principal: Jennifer Meglemre
API: Sean McCallon
Title 1 Coordinator: Lori Pacino
ELD Counselors: Sonlay Vorachak
Intervention Specialist: Juan Avila



SPOTLIGHT ON: THE LEARNING LAB

WHAT IT IS: At Huerta, the Learning Lab is a space for students to make up work, receive one-on-one help, or take a test in a small group environment. This is used by students at all grade levels and is open throughout the school day.

HOW IT WORKS: Students receive a pass to go to the Learning Lab. Once there, they sign in and can either work independently or seek help. The lab is supervised by either the Title One Coordinator, classroom aids, or other adults. The Learning Lab has textbooks, computers, and other materials for student use. Once students are done, they receive a time-stamped pass back to class.

SUCCESSSES: Students are able to seek assistance as needed. Teachers are able to have students work one-on-one in a quiet space.

Principal: Greg Miller
API: Wendy Vargas
Title 1 Coordinator: Corey Howard
ELD Counselor: Derek Starleaf
Intervention Specialist: Carlos Chanta



SPOTLIGHT ON: MAKING THE GRADE

WHAT IT IS: Making the Grade is an intervention opportunity offered after school for 7th and 8th grade students.

HOW IT WORKS: All students at Muir have Muir Time, a study hall/advisory period, at the end of each day. Those in Making the Grade are invited to stay after school with their Muir Time teachers on Mondays and Wednesday until 3:45 to continue their classwork, get tutoring, or get other academic support. This allows students who need support the chance to work on classwork in a supportive, structured, supervised environment.

SUCCESSSES: Because students stay with their teachers from Muir Time, they are able to build strong mentoring relationships. Continuing on campus allows students to seamlessly continue working with teacher/staff support.

Principal: Oscar Macias
API: Laura Vinyard
Title 1 Coordinator: Brian Ludwick
ELD Counselor: Traci Fellman
Intervention Specialist: Aggie Sosa



SPOTLIGHT ON: STRATEGIES FOR SUCCESS

WHAT IT IS: Strategies for Success is an intervention class targeting students with academic, executive functioning, and organization needs. There is one course for 6th grade, one for 7th/8th.

HOW IT WORKS: Students attend one period of Strategies for Success a week, which allows for small groups to rotate through each semester and for students to keep an elective course. Students work on missing assignments with teacher assistance. They also work on executive functioning skills such as how to use the AERIES portal and sending emails. At the end of each semester, a new group of students may be added.

SUCCESSSES: Students can keep an elective and still get targeted help. Class sizes are small, but rotate enough to get a large group.

SECONDARY INTERVENTIONS

MIDDLE SCHOOL ADVISORY PERIODS

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All three Burbank Unified middle school sites have an advisory period. These 20-minute sessions are an opportunity for students to work with school teachers and staff, get to know their peers in a different setting, and learn social-emotional skills through specialized programs. The advisory periods are each different to meet the needs of each site's specific students and staff.

Here are the ways our secondary schools use advisory period as an intervention.

Principal: Jennifer Meglemre
API: Sean McCallon
Title 1 Coordinator: Lori Pacino
ELD Counselors: Sonlay Vorachak
Intervention Specialist: Juan Avila



HUERTA ADVISORY

WHEN IT IS: At Huerta, a 20-minute Advisory takes place after lunch each day, except for Tuesday.

WHAT IT IS: Students attend their designated advisory period and focus on one of three things:

- **Project Wayfinder:** Students work on social-emotional lessons.
- **Sustained Silent Reading:** Students read a book of their choice.
- **i-Ready Intervention:** Students work on individualized i-Ready reading or math lessons.

Principal: Greg Miller
API: Wendy Vargas
Title 1 Coordinator: Corey Howard
ELD Counselor: Derek Starleaf
Intervention Specialist: Carlos Chanta



MUIR TIME

WHEN IT IS: Muir Time is a 20 minute advisory period that takes place at the end of each day, except for Tuesday.

WHAT IT IS: During Muir Time, students:

- work on Second Step social-emotional lessons
- interact with peers in teambuilding activities
- participate in spirit days and school activities
- read together or silently
- complete missing or late work

Principal: Oscar Macias
API: Laura Vinyard
Title 1 Coordinator: Brian Ludwick
ELD Counselor: Traci Fellman
Intervention Specialist: Aggie Sosa



LUTHER ADVISORY

WHEN IT IS: Luther's Advisory Period is the way students start each day.

WHAT IT IS: In this 20-minute class, students:

- work on Second Step social-emotional lessons
- interact with peers in teambuilding activities
- participate in spirit days and school activities
- read together or silently
- complete missing or late work
- work on i-Ready lessons

ACADEMIC INTERVENTIONS

ALL BUSD SECONDARY SITES

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Here are a few unique interventions in place in all Burbank Unified School District 6-12 schools.

SPOTLIGHT ON: AFTER SCHOOL TUTORING



WHAT IT IS: At all our secondary sites, there is after school tutoring available for any students in need.

HOW IT WORKS: At each school site, students are able to drop in for free tutoring after school. Though the times and locations vary by site, most are held in either teachers' classrooms or in the school library. Students work with staff members or peers to complete homework, study for tests, or work on larger assignments. After school tutoring is free and generally runs until 4:00 or 4:30, depending on the site. At the high schools, CSF members who volunteer for tutoring receive club or service hours.

SUCCESSSES: Students are able to seek assistance as needed. For students who need academic support, peer tutors are able to offer class-specific guidance and prepare students for upcoming assignments.

SPOTLIGHT ON: 6-8 I-READY PROGRAM



WHAT IT IS: i-Ready is a computer-based intervention program targeting students with English/Language Arts and math needs.

HOW IT WORKS: All middle school students take a diagnostic test at the beginning of the year to see where their needs are. Based on this diagnostic, teachers are able to have students log in and do targeted lessons on those domains. Teachers and students can set goals around how many lessons pass or minutes they spend practicing. There is an optional diagnostic at mid-year and another full diagnostic at the end of the year.

SUCCESSSES: Teachers and administrators are able to provide targeted instruction after viewing the results of the diagnostic. Students are provided with individualized lessons for practice on math and reading strands that they need support in.

SPOTLIGHT ON: INTERVENTION SPECIALIST



WHAT IT IS: Each school site has an Intervention Specialist, a staff member who works with students and families to improve academics, executive functioning skills, and attendance.

HOW IT WORKS: Each school site utilizes their Intervention Specialists in unique ways based on the needs of their students. In particular, students who need additional support check in regularly with the Intervention Specialist in a small group or one-on-one setting. Intervention Specialists look at students' overall school success and work with them to maintain positive habits.

SUCCESSSES: Students can work with their Intervention Specialist. This creates a trusting relationship between Intervention Specialist, students, and their families.

SOCIAL-EMOTIONAL INTERVENTIONS

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SPOTLIGHT ON: LUNCHTIME CLUBS



WHAT IT IS: At all our secondary sites, there are a variety of clubs available for any interested students.

HOW IT WORKS: Each secondary site has an Associated Student Body (ASB) that creates programs and activities for students, by students. Each ASB has a procedure for starting clubs on campus. Students are able to create and join clubs based on their interests. Staff members typically sign up as advisors for these clubs, overseeing their meetings and offering a space for them to meet. While some clubs have specific requirements for joining (such as honor clubs requiring grades), most clubs are open, meaning anyone can join. Students are not required to join a club and can stop attending at any point.

SUCCESSSES: Lunch clubs provide students a safe, fun place to socialize at lunchtime.

SPOTLIGHT ON: LGTBQ+ SUPPORT



WHAT IT IS: At our secondary sites, there are a variety of clubs and programs providing support for our LGTBQ+ students.

HOW IT WORKS: Each secondary site has a support group for LGTBQ+ students and allies. Our community also has a PFLAG organization that meets regularly to provide support and resources to parents as well as our local YMCA's Social Impact Center. All of these resources are free and available to parents and students on a walk-in, as-needed basis. To contact:

PFLAG: @PFLAGBurbank
pflag.org/chapter/pflag-burbank

YMCA: 818-845-8551
www.burbankymca.org/social-impact-center

SUCCESSSES: BUSD LGTBQ+ students, their families, their friends, and their allies are able to create a safe space through these clubs and organizations.

SPOTLIGHT ON: STUDENT CARE CENTER



WHAT IT IS: The Student Care Center is an on-campus area where students can decompress, receive support, and get mental health resources. This program is supported by the Family Service Agency of Burbank.

HOW IT WORKS: Both Burroughs and Burbank High Schools have a Wellness Center on campus. Students can drop in on an as-needed bases to seek counseling and support. These Centers offer a tranquil and supportive area for students to collect their thoughts and share their feelings. The Student Care Centers are staffed with therapists from FSA. For general information about the Student Care Centers or FSA, please call FSA directly at (818) 845-7671.

SUCCESSSES: Many students frequent the Student Care Centers to receive support and counseling on an as-needed bases.