School Year: **2021-22**

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 6, 2021	December XXXX, 2021

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)

Please note, Burbank Senior High School is NOT a Title I school site.

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 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 and through our three NAF Academies in Engineering, Business, and Medicine.
4) Foster a safe school environment and a healthy campus culture -- our top goal for the 2021-2022 school year is to reconnect students to campus, each other, and to the adults who support them.

Each of these four goals is aligned to 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.

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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 2019-2020 the site had weekly in-person faculty meetings, department meetings, professional development/trainings, and teacher planning time each Monday as part of our Early Release Days. In the 2020-21 school year this effort was shifted to Friday mornings as part of a day where teachers held office hours 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 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 trainings in partnership with "Facing History and Ourselves."

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 by our Department Chairs in an effort to address Action Plan #1. 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 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 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.

*The PE Department continues to have 9th graders participate in "Project Wayfinders" through a social-emotional effort we call "Building Bulldogs." This effort also addresses Action Plan #4 and connectedness to campus. When piloted in the spring 81% of participants indicated they gained something from the program and recommended it be expanded for the current school year.

PARENTS: A focus for the principal remains communication to BHS households. A weekly call blast and email are in place to keep parents informed of school matters. Parents are also encouraged to use the school's app for access to information. 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. These have continued virtually, as have monthly PTSA meetings. Households were understandably focused on Covid protocols as school reopened.

Parents were surveyed about their preferred instructional model, the vaccination status of their teen, etc. These results helped shape both the instructional plan and the safety plan for the current school year.

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 to 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 daily. The principal aims for at least ten classrooms a day, and, the Assistant Principals are expected to visit no less than ten classes each week. These informal visits add value to the formal observation process. There are 20 new teachers hired within the last two years 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 and 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 have been 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 2022-2023.

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 which foster the development of higher-level thinking skills. District assessments are given in addition to department or teacher created assessments. There was no State Testing in Spring 2020 and a majority of 11th graders opted out of CAASPP testing last Spring. This has made the use of State Testing to inform instructional all but impossible. The site used grade marks from the 2020-21 school year to identify 60 students for "Supervention" classes for the 2021-2022 school year.

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 data is also shared to help departments chart a course of action for the department during collaborative time together. The site 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, etc. These data points are too often stagnant and were referenced in the site's last two WASC reports. The site's first quarter marks in the Fall of 2021 were on par with previous years. This alleviated some of the concerns about "learning loss" during distance learning.

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 Country Office of Education (LACOE) and BUSD. 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 a mentor teacher 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 trainings 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. Presently, secondary teachers are continuing training 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.

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 given that the current school year is a 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. The BHS Principal reduced the number of committees tied to instruction this year and continued with the approach of chairs as the instructional leaders within the department.

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 (1.4 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. Most of these meetings were held virtually in 2021-22 due to continued concerns about Covid.

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."

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, individual and small group counseling.
*ASTs, SSTs, and referrals for students destined for the continuation high school program are mostly held virtually.
*A dedicated Intervention Specialist and At-Promise Counselor support underachieving students.
*An on-site ELD Coordinator and instructional support staff supports our English Language Learners.
*A growing menu of summer school, dual-enrollment and independent learning programs are also possibilities for struggling students.
*Counselors host both in-person and virtual meetings with students. They have hosted more than 20 virtual sessions for parents since March 2020 when Covid forced changes to their practices. This is one example of a shift in staying power.

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, virtually, and sought other ways for households to remain connected to our instructional pulse.

<u>Funding</u>

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 Immigration funds, as well as funding for translation services.

Fiscal support (EPC)

For 2021-22, Burbank High School's Title III LEP allocation for 2020-21 is $19,635 (activities 16,915 plus parent involvement 2,720) Title III Immigrant funds amount to $6,105 allocated to BHS.

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. Meetings were again held virtually this year.

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. 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 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	0.04%	0.04%	0.1%	1	1	2
African American	2.78%	2.72%	2.5%	71	69	62
Asian	5.59%	5.48%	5.8%	143	139	145
Filipino	4.15%	3.67%	3.8%	106	93	94
Hispanic/Latino	25.86%	24.69%	24.2%	661	626	604
Pacific Islander	0.08%	0.2%	0.2%	2	5	6
White	57.24%	59.29%	60.2%	1,463	1,503	1,501
Multiple/No Response	2.19%	2.37%	2.2%	56	60	56
			Total Enrollment	2,556	2,535	2,495

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 9	636	614	655
Grade 10	674	633	605
Grade 11	660	654	618
Grade 12	586	634	617
Total Enrollment	2,556	2,535	2,495

Conclusions based on this data:

1. BHS was the only BUSD secondary school that exceeded enrollment projections for the 2021-2022 school year. 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 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%	7.9%
Fluent English Proficient (FEP)	1,195	1,183	1168	46.8%	46.7%	46.8%
Reclassified Fluent English Proficient (RFEP)	20	18	28	10.8%	9.4%	13.5%

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

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.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,535	**38.9**	**8.2**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	208	8.2
Foster Youth	8	0.3
Homeless	22	0.9
Socioeconomically Disadvantaged	987	38.9
Students with Disabilities	254	10.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	69	2.7
American Indian	1	0.0
Asian	139	5.5
Filipino	93	3.7
Hispanic	626	24.7
Two or More Races	60	2.4
Pacific Islander	5	0.2
White	1,503	59.3

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 (59.3%) and Hispanic subgroup (24.7%) represent the largest subgroups at school.

School and Student Performance Data

Overall Performance

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.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Blue		

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. Early returns on the Algebra Project is encouraging and could lead to improved data when testing resumes (suspended in 2020 due to COVID).

3. The Suspension Rate is slightly misleading given that the 2020-21 school year was remote/distant learning.

School and Student Performance Data

Academic Performance
English Language Arts

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
35.8 points above standard	76.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7 points	Declined Significantly -25.3 points	
		2
591	58	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	5.4 points above standard	79.1 points below standard
	Declined -14.1 points	Increased ++4.7 points
5	250	52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.3 points below standard	0 Students	66.2 points above standard	76.5 points above standard
Declined Significantly -43.3 points		Declined Significantly -47.7 points	Declined -13.5 points
15		24	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
26.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.6 points above standard
Increased ++13.1 points	9	1	Declined -5.2 points
162			340

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.9 points below standard	28.6 points below standard	61.3 points above standard
Maintained -2.5 points	Declined Significantly -18.6 points	Increased ++6.8 points
35	23	281

Conclusions based on this data:

1. English Language Learners (Red) and Students with Disabilities (Orange) continue to struggle in comparison to their English Only, non-disabled peers with ELA Academic Data.

2. Covid realities -- testing being suspended in Spring 2020 and the opt-out trend in 2021 -- makes a deep data analysis difficult at this time.

3. The site is concerned about learning loss for all subgroups during the pandemic. New state testing data could be one more measure looked at for trends over time.
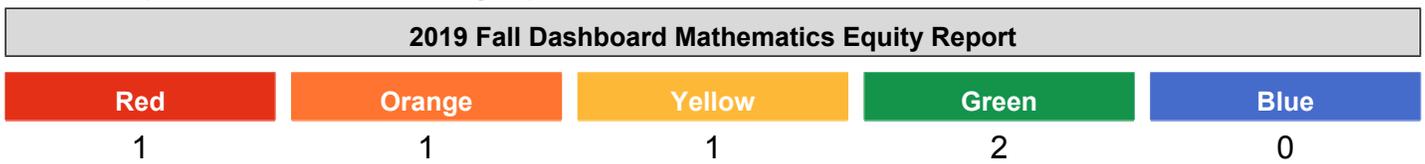
School and Student Performance Data

Academic Performance
Mathematics

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
25.6 points below standard	118 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	Declined Significantly -28.1 points	2
574	58	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	56.6 points below standard	165.7 points below standard
4	Maintained -1.6 points	Increased ++14.9 points
	243	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
49.7 points below standard		62.7 points above standard	10.6 points above standard
Increased ++11.5 points		Declined -4.8 points	Increased ++4.4 points
14		24	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
48.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.9 points below standard
Increased Significantly ++19.5 points			Increased ++14.4 points
155	9	1	331

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.8 points below standard	60.5 points below standard	5.7 points below standard
Declined -9.4 points	Declined Significantly -18.7 points	Increased Significantly ++26.4 points
35	23	268

Conclusions based on this data:

1. Math scores maintained overall GREEN category, with three subgroups in the Yellow (SEDs), Orange (SWDs), and Red (ELs) categories on the dashboard. 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 perform better in math (Yellow) than ELA tests (Red). This of course makes sense as they are still acquiring the English Language.

3. Students with Disabilities are further from the standard in math (165 points), than they are from the standard in ELA, but some progress noted (+15 pts). The school should implement more MTSS support for SWD in math coursework and reexamine placement in the two-year Algebra Basic/Fundamental class.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
62.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low
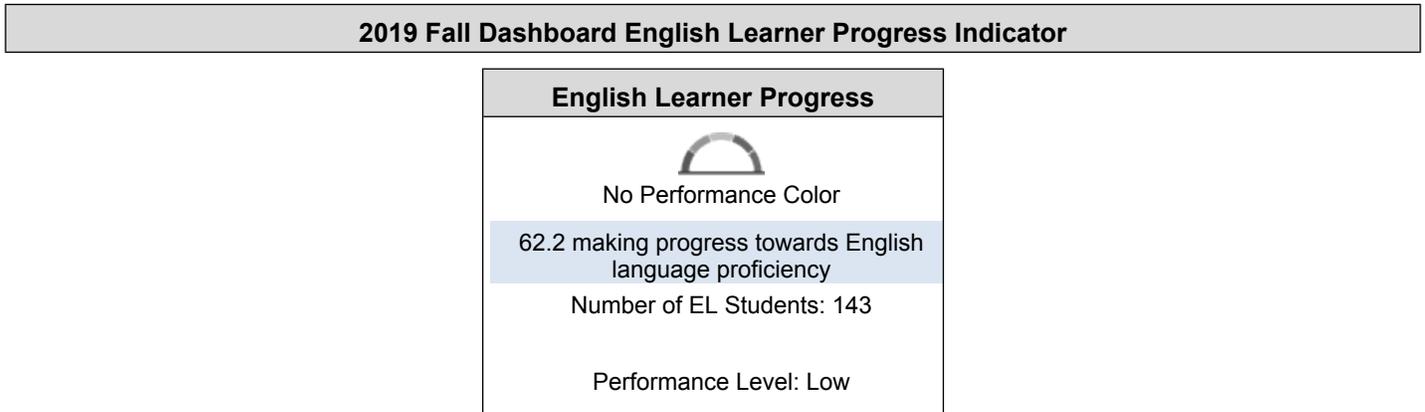
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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**
11.1	26.5	9.7	52.4

Conclusions based on this data:

1. From the 2019 Dashboard, 52.4% of English Learners progressed at least one ELPI level.

2. From the 2019 Dashboard, 11.1% of English Learners decreased one ELPI level.

3. 62.2% of English Learners are making progress towards English language proficiency consisting of 143 students.
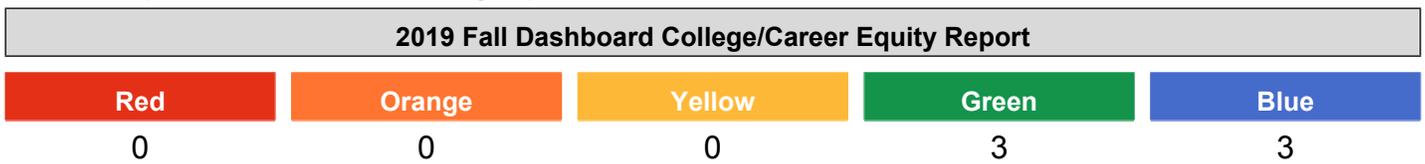
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
72.1	60.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +7.8	Increased +30.6	3
591	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
63.6	66.7	40.3
11	Increased +6.2	Increased +22.3
	333	62

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
75	0 Students	88.4	81.6
Increased Significantly +21.7		Increased +2.3	Increased Significantly +14.9
16		43	38
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
65.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students	73.1
Increased Significantly +17.1	9		Increased +4.1
161			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:

1. 72.1% of all students were deemed "prepared" for College/Career.

2. BHS had a 7.8% increase from 2018.

3. 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

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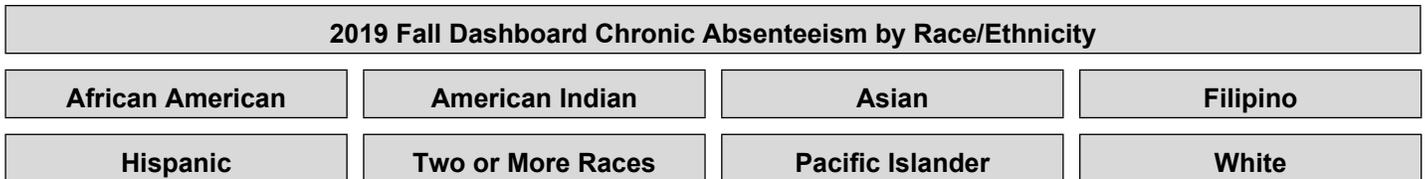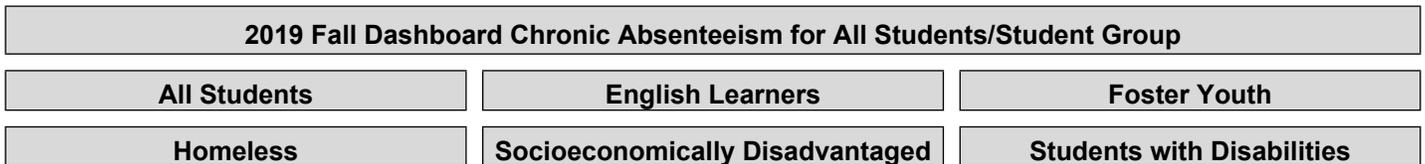
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |

| Red | Orange | Yellow | Green | Blue |

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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

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.
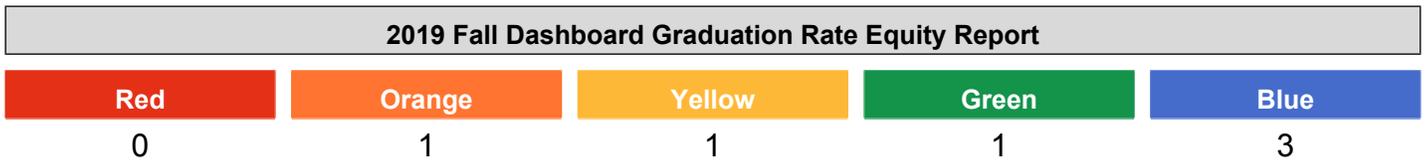
School and Student Performance Data

Academic Engagement
Graduation Rate

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
95.6	95.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Increased +9.6	3
591	64	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
90.9	94.9	88.7
11	Maintained +0.5	Declined -3.1
	333	62

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
100	0 Students	97.7	97.4
Increased +6.7		Increased +2.3	Declined -2.6
16		43	38
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
94.4	Less than 11 Students - Data Not Displayed for Privacy	0 Students	95.5
Declined -1.8			Maintained +0.3
161	9		308

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95.6	95.6

Conclusions based on this data:

1. The graduation rate is strong, 95.6%, putting all students in the "Blue" category.

2. ELLs kept pace with their English only peers with a graduation rate of 95.3% and a nearly 10% increase from the prior year.

3. Our site administration has discussed non-diploma track students with disabilities as well as increased requests for the CHSPE.
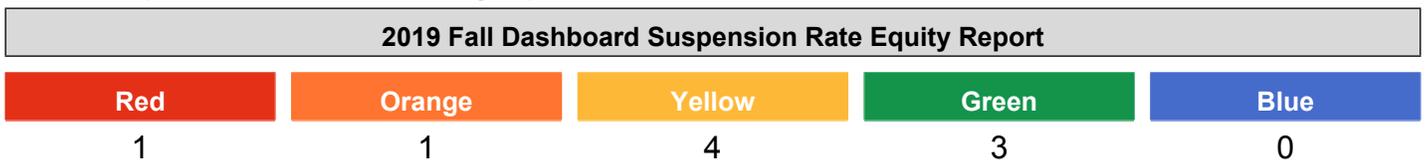
School and Student Performance Data

Conditions & Climate
Suspension Rate

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	4	3	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
5.4	13.7	Less than 11 Students - Data Not
		7
Declined -0.4	Declined Significantly -4.1	
2661	219	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
3.7	7.3	10.2
Declined -10.6	Declined -0.9	Increased +0.4
27	1205	283

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Orange	Green
5	Less than 11 Students - Data 1	3.8	0.9
Declined -5.1		Increased +2.4	Declined -2.9
80		157	106

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Yellow
4.3	2.6	Less than 11 Students - Data 2	6.5
Declined -0.4	Maintained -0.2		Declined -0.3
692	116		1507

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.8	5.4

Conclusions based on this data:

1. There was a 0.4% decrease in students suspended at least once for BHS from 2018 to 2019.

2. Statistically speaking, BHS has a higher percentage (5.4%) of students suspended at least once than the State as a whole (3.5%). BHS and BUSD should continue implementation of PBIS framework for school climate in the hopes of reducing this percentage over time.

3. The site must continue to focus on disproportionality of suspension data for our significant subgroups -- especially ELLs and SWDs.

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 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 2020-21
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 2021-22 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, 2021, 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 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		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 '22 with the goal of school-wide implementation in the Fall of '22.

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)
	Professional development time will be used to train faculty in best instructional practices and engagement strategies. This includes collaboration time for teachers. 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

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)   Source(s)

The four action-goals identified in the 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-promise 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 with 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)   Source(s)

16,915	Title III Part A: Language Instruction for LEP Students 0001-0999: Unrestricted: Locally Defined Site ELD Coordinator and District ELD Coordinator aim to bring students to campus in "learning pods" when LA County an Public Health Guidelines Permit. No additional site categorical funds will be required to implement this action.
2,720	Title III Part A: Language Instruction for LEP Students Parent Involvement
6,105	Title III Immigrant Education Program Interventions

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)	Source(s)
	Site personnel will collaborate with district personnel to establish appropriate training to meet the needs of SWD.

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)   Source(s)

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)   Source(s)

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.

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

Annual Review

SPSA Year Reviewed: 2020-21

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 impact. The dedicated Intervention Counselor and Intervention Specialist have supported at-promise 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 remains opportunities for growth. BHS was not able to continue intervention courses for students at risk of not earning 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 provides an opportunity to move from pockets of ecxcellance 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 2020-21
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 2021-22 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, 2021, 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 to campus during the school year that returns them to our campus from distance learning.

Identified Need

Increase practices to embrace a student-centered approach to teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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)	Source(s)
	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 -- virtually and in-person -- 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)	Source(s)
	Counselors held virtual office hours during COVID for drop-in services and by appointment. The intervention specialist made calls to students with attendance issues or other barriers. Some of these practices remain despite being back in-person.

	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-promise" 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)	Source(s)
	Time at faculty meetings will be dedicated to training teachers on signs of at-promise students. 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)	Source(s)
	Faculty learning walks are paused for 21-22 due to Covid concerns and the sub shortage.

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)	Source(s)
	ASB has their own budget

Annual Review

SPSA Year Reviewed: 2020-21

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 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.

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 collaborative and positive climate BHS spent 2019-20 building was stretched during "safer at home" measures. The return to campus provides a unique opportunity to dive back into this work.

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, based on the challenges associated with distance teaching and learning.

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 2020-21
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 2021-22 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, 2021, 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 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 each administrator will visit ten classrooms 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)	Source(s)
	Administrators are expected to visit classrooms, they work with the principal in identifying a schedule that makes sense. 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)	Source(s)

| | Data analysis of student marks should coincide with each grading period.

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 have a laser focus on WASC Action Plan 1-4 as the site readies for a mid-cycle review 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)	Source(s)
	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

As departments, identify the most essential big ideas and learning targets that must be addressed and ultimately mastered as we return from the distance learning model. Decide 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)	Source(s)
	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: 2020-21

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 was the loss of Period zero instructional minutes in the site's total instructional minutes which limited our Early Release Mondays. The site will work 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. We expect increase interest in the zero period, which will create a new opportunity for release time for PD.

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 2020-21
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 2021-22 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, 2021, 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
		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 virtually through Zoom.

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)
	Principal attends all PTSA meetings, hosts coffee chats, etc. He maintains a Twitter account and 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)	Source(s)
	Grade level meetings will be 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)	Source(s)
	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 Building Bulldogs 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: 2020-21

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 1.4) 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 and the 2019-2020 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 have been stretched by transitions in leadership and changes associated with distance teaching and learning.

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 2020-21
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 2021-22 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, 2021, 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Increased response on climate survey indicating student and staff positive responses

Increased student achievement through the CTE courses |

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-promise and with an academic history of low marks.

Strategy/Activity

Our Student Center pulls "F Reports" each progress report period to support counselor and administrator meetings with students and families. It was a focal point in the first quarter of the school year as we saw an increase in F-marks during distance learning.

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)
	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)   Source(s)

	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)   Source(s)

	Several Career Pathways in the arts will be implemented this year. These will include various Digital Media Pathways, Manufacturing/Design, and Engineering/Design. 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. A full-time engineering teacher was added to the program for '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)	Source(s)
	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.

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)

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.

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: 2020-21

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 have faced challenges in the distance learning model based on logistical challenges to current public health guidelines.

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	$25,740.00

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 Immigrant Education Program	$6,105.00
Title III Part A: Language Instruction for LEP Students	$19,635.00

Subtotal of additional federal funds included for this school: $25,740.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $25,740.00

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

Expenditures by Funding Source

Funding Source	Amount
Title III Immigrant Education Program	6,105.00
Title III Part A: Language Instruction for LEP Students	19,635.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	16,915.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title III Immigrant Education Program	6,105.00
	Title III Part A: Language Instruction for LEP Students	2,720.00
0001-0999: Unrestricted: Locally Defined	Title III Part A: Language Instruction for LEP Students	16,915.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,740.00

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
Thomas Crowther	Principal
Robin Hatch	Other School Staff
Robert Hammell	Classroom Teacher
Allison Murphy	Classroom Teacher
Courtney Robinson	Other School Staff
Megan Burkhart	Other School Staff
Jasmin Im	Secondary Student
Sierra Brogmus	Secondary Student
Cathy Biermann	Parent or Community Member
Kristina Balos	Parent or Community Member
Diane Franco	Parent or Community Member
ELAC PARENT -- Vacant	Parent or Community Member
Martin Collazos	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
	Other: Department Chair Committee

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, Thomas Crowther, Ed.D. on 12/10/2021
	SSC Chairperson, 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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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