JOHN BURROUGHS HIGH SCHOOL
WASC/CDE MID-CYCLE SCHOOL PROGRESS REPORT

1920 West Clark Avenue

Burbank, CA 91506

Burbank Unified School District

February 27, 2024

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: School Description

Key information about John Burroughs High School (JBHS):

- JBHS opened in 1948 and is one of two large comprehensive public high schools in the Burbank Unified School District.
- Burbank, California is a 17.35 square mile community that is located in the southeastern end of the San Fernando Valley in Los Angeles County. According to the 2022 Census, Burbank's population is estimated at 107,337.
- To learn more about JBHS, click here.

Current Enrollment and Staffing

- See the charts below for a demographic breakdown of JBHS as a whole school.
  - 2305 High School currently enrolled in grades 9-12
  - Certified Staff - Roughly 110 full and part-time
  - Classified Staff - Roughly 100 full and part-time

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	634	620	634
Grade 10	613	619	573
Grade 11	621	548	585
Grade 12	600	551	513
Total Enrollment	2,468	2,338	2,305

Student Demographics

See JBHS demographic data for detailed enrollment and demographic data (ethnicity, language, economically disadvantaged, language proficiency) for each year from 2021-2023.

- English Learners - 3% as of 2023
- Socioeconomically disadvantaged - 26.2% as of 2023
- Students with Disabilities - 14.2% as of 2023

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.26%	0.26%	6	6	6
African American	3.4%	3.17%	2.69%	83	74	62
Asian	4.7%	4.36%	4.08%	117	102	94
Filipino	4.3%	4.49%	3.82%	107	105	88
Hispanic/Latino	46.4%	47.90%	47.64%	1,146	1,120	1098
Pacific Islander	0.2%	0.13%	0.04%	5	3	1
White	35.0%	33.11%	34.1%	863	774	786
Multiple/No Response	5.1%	5.73%	6.25%	125	134	144
			Total Enrollment	2,468	2,338	2305

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2305	26.2	3	0.2
Total Number of Students enrolled in John Burroughs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	3
Foster Youth	5	0.2
Homeless	11	0.5
Socioeconomically Disadvantaged	604	26.2
Students with Disabilities	328	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	2.7
American Indian	6	0.3
Asian	94	4.1
Filipino	88	3.8
Hispanic	1098	47.6
Two or More Races	144	6.2
Pacific Islander	1	0
White	786	34.1

Dashboard Indicators, Student Achievement Data, and Implications

SBAC Data

Indicator Summary	Implication(s)
For Burroughs from 2021-22 to 2022-23, we saw a decline of -4.4% (from 68% to 65%) in Grade 11 ELA meets/exceeds on the SBAC test. Notably, socioeconomically disadvantaged students' performance declined by 15.3% over the period. A highlight: there was a strong growth of 121% for students with disabilities. The state of California saw a decline of -2.1% (from 47% to 46%) over the period in ELA. *Over the period, Burroughs saw a decline in Grade 11 Math meets/exceeds of -13.9% (36% to 31%). Declines for males (-22.6%), Hispanic or Latino students (-24.1%), white students (-19.9%), and socioeconomically disadvantaged students (-16.9%) were notable. Strong growth of 170.9% was again achieved in Math for students with disabilities. California experienced growth of 3.0% (from 33% to 34%) over the period in Math.* - SBAC Data Deep Dive - 2021-2022 - SBAC Data Deep Dive - 2022-2023	*Several factors related to the epidemic negatively impacted SBAC and CAST scores during the 2022-23 year. That year, students were back in school full-time if they chose to be. However, many students opted to take coursework through our Independent Learning Academy (ILA), a distance-learning paradigm. Taking many elective courses like fine art, performing art, or practical art through ILA was impossible. However, core academic courses like English, Math, and Science were available. A number of students physically attended school only for electives. Further study is needed to determine the impact of ILA on SBAC scores.* *Also, during 2022-23, the mandatory period of isolation after exposure to COVID was longer, and absence due to illness was more frequent. Certainly, absence had an impact on instruction and test scores.* *The Algebra Project, an initiative begun in 2019 to reduce the numbers of D-F grades in math for subgroups of concern, appears to have been successful. However, while we saw a decline in the numbers of D-F grades in Algebra for Hispanic or Latino students from 2021-22 to 2022-23, the performance of this subgroup on SBAC Math declined markedly. Further study is needed to determine the impact of The Algebra Project on SBAC math scores.* *The phenomenal growth in all areas for students with disabilities speaks to the significance of renewed in-person contact with their case managers, SPED teachers, and aides after the quarantine was lifted.*

CAST Data

Indicator Summary	Implication(s)
For Burroughs from 2021-22 to 2022-23, on the high school California Science Test meets/exceeds declined -6.3% (from 41.27% to 38.67%). Declines for male students (-12.1%), black or African American students (-20.6%), white students (-14.3%), and socioeconomically disadvantaged students (-15.1%) were notable. Once again, a strong growth of 98.2% was found in Science for students with disabilities. Overall, California had a growth of 2.8% (from 29.47% to 30.29%) over the period in Science.	*The pandemic still has an impact on student achievement on the CAST data. Additionally, teacher turnover has been more evident in the science department, causing a decline in the CAST data. Furthermore, there is a lack of internal motivation among students to engage authentically in the CAST exam. Students see the CAST as optional, so many of our top-achieving students opt out of the exam.*

- *CAST Data 2021 - No data due to the COVID-19 Pandemic* - *CAST Data 2022* - *CAST Data 2023*	

ELPAC Data

Indicator Summary	Implication(s)
During the 2020 school year, not all students were tested due to the pandemic. As a result, no growth data is available for the 2021 year, as no comparisons could be made to the previous year's data. However, since 2022, the ELPAC data shows that scores have stayed steady or shown positive growth. *Although there are variances within the individual 1-4 scale scores, the number of students maintaining proficiency has increased from 2022 to 2023. As of 2023, 54.2% of our students are making progress toward English proficiency, as compared to the state of California's average of 48.7%.* - ELPAC 2021-22 - ELPAC 2022-23	*The pandemic had a substantial influence on the data we were able to collect and analyze. Being unable to test students in 2020 impacted not only the data for that year, but for 2021 as well.* *We could gauge that the overall scores fluctuated only slightly during the pandemic, as students had access to online courses and materials. However, having in-person classes, where students could engage with their teachers and peers positively affected ELPAC scores. The overall number of students who maintained their language acquisition level has increased. Moving forward, emphasis will be placed on helping students progress on the ELPI level scale.*

Reclassification Rates

Indicator Summary	Implication(s)
Overall, we have held fairly steady in the number of students being reclassified fluent. However, we have seen a decrease in the number of students progressing at least 1 ELPI level (44% in 2022 to 35.4% in 2023). Furthermore, the number of students who maintained their ELPI levels increased from 30% in 2022 to 35.4% in 2023. However, where we are seeing improvement is the number of students not regressing to a lower ELPI level. In 2022, the number of students who moved back an ELPI level was 16%, which decreased to 10.4% in 2023. - Reclassification Rates	*The data reveals that more students are staying within their ELPI level rather than progressing compared to the prior year. Many factors could be contributors to this, including the increase in the number of ELD students entering the school into upper-level grades, and with gaps in their educational history.* *A new ELD Coordinator, who also serves as the ELD Teacher, has been using multiple strategies to gauge, assess, and promote student learning. By better understanding student needs, the goal is to see growth in students' English proficiency, in order to help them reclassify. The numbers may fluctuate as we transition, but we hope to hold steady or see improvements.*

College and Career Readiness

Indicator Summary	Implication(s)
For Burroughs from 2021-22 to 2022-23, the number of students enrolled in Career Tech Ed courses dropped	*Over this time period, we saw a decrease in the percentage of students enrolled in CTE courses. There*

-9.6% (from 1241 to 1132). The percentage of students who completed a CTE program and earned a high school diploma decreased from 87.6% to 75.8%. *The number of pupils enrolled in courses required for UC/CSU admission held steady over the period at about 98%. There was slight growth in the percentage of graduates who completed all courses required for UC/CSU admission, from 61.11% to 62.45%.* - CA Dashboard 2021- No data due to COVID-19 pandemic - CA Dashboard 2022 - No data due to COVID-19 pandemic - CA Dashboard 2023	*are likely several reasons for this dip. We saw an increase in the number of students enrolling in ILA. The course offerings are limited to core subjects, few electives, and no CTE courses. We also have two robust NAF Academies on campus. The NAF Academies require students to take specific classes, which means they are unable to fit CTE courses into their schedules. While we have offered many of the same CTE courses consistently, students will often finish a sequence (i.e., Culinary Arts and Advanced Culinary Arts) and not be able to continue because there is no higher class offered.* *We also saw the percentage of students who completed a CTE program and earned a high school diploma decrease by more than 10%. It is possible that more at-risk students and fewer high-achieving students are joining the NAF Academies, which is directly impacting the number of students who graduated after completing a CTE program.* *The slight increase in students who completed all courses required for UC/CSU admission was negligible. This variation could happen year to year with enrollment changes or course offerings.*

Graduation Rates

Indicator Summary	**Implication(s)**
Over the period 2020-2023, Burroughs' graduation rate has averaged 96.1%, with some small variability each year. Over the same period, we have outperformed the average district graduation rate of 93.9%, and the state of California's average graduation rate of 85.6%. - CA Dashboard 2021- No data due to the COVID-19 pandemic - CA Dashboard 2022 - CA Dashboard 2023	*The graduation rate has remained constant, despite the impact of Distance Learning and the reintroduction to In-Person Learning. This is likely due to the alternative educational settings we offer, including ILA, Dual Enrollment, and MHS, as well as early intervention and summer school.* *The higher average for graduation across the district is likely due to the alternative education settings that we offer. Those programs have a much smaller graduating class, so when a small number of students do not graduate, it impacts the average greatly.*

Advanced Placement

Indicator Summary	**Implication(s)**
We celebrate an increase in the number of Advanced Placement courses offered at Burroughs over the period 2021-22 to 2022-23, from 39 to 41. We offered a new AP Computer Science course, a new AP English course, and two new AP Social Science courses in	*As expected, the drop in the number of AP exams being taken directly correlated to the COVID-19 Pandemic and distance learning. However, upon returning to in-person learning, it was surprising to observe such a quick rebound in the number of tests being taken and*

2022-23. Our AP Science offerings decreased from 7 to 5. *Over the period, the percentage of students in AP courses went up, from 24.4% to 27.2%.* *Although there was a dip in the number of students that took AP Exams between the 2021 and 2022 school years, there was a 132% increase in the number of AP exams taken from the 2022 to the 2023 school year. Additionally, there was a ~14% increase in the number of 3s, 4s, and 5s earned from the 2021 to the 2023 school year.* - *AP Exam Scores - 2021* - *AP Exam Scores - 2022* - *AP Exam Scores - 2023*	*the number of 3s, 4s, and 5s being earned. It is perhaps possible that there was not as significant a loss of learning due to the COVID-19 Pandemic as was feared. Furthermore, the increase in the number of 3s, 4s, and 5s possibly supports the notion that in-person learning produced better results, thus supporting the significance of in-person learning versus virtual.*

II: Significant Changes and Developments

Significant Change & Brief Description	Impact
1. Repurposing of six off-campus bungalows, transferring six of eight of the World Language classrooms onto the main campus beginning in August 2023	Closing the bungalows affected six teachers and about 170 students per period in positive and negative ways, though it was justified for security purposes. Some benefits include: - Not having to cross a street to attend class. - Not having to cross a street to access water and bathrooms during class. - Facilitating meetings between students and teachers during AE or non-class times - Reducing truancy off the main campus. - Increasing safety in the event of an emergency, the bungalows were exposed. - Reducing student anxiety about safety. - Reducing student anxiety about getting to class on time because the bungalows were farther away. Disadvantages: - Increasing the number of students in some hallways during passing periods. - Decreased the number of available classrooms.
2. Creating one point of entry to the school beginning August 2023.	We have not noted any disadvantages to this new policy and find some of the benefits to be: - Ability to check students' i.d.'s at one point of entry using the Raptor system. - Staff greet students every day to set a positive tone, getting to know students more consistently (and vice-versa). - Availability of staff throughout the day to be elsewhere on campus supporting safety, and

	not scrambling to get to more than one entrance during passing times. - Setting a tone of accountability as students enter the school with their passes.
3. Establishing data points for future security cameras with operation set to begin by the 2024-2025 school year. a. Cameras have been ordered and will be installed in a few weeks.	Graffiti and other acts of vandalism have increased in our school in recent years, sometimes using hateful and discriminatory language (possibly a reaction to our district's coordinated DEI initiatives and Facing History training post-quarantine). We expect that cameras positioned strategically around campus will help us identify students perpetrating these acts, as well as other disrupting, unsafe, or inappropriate behavior on campus. This will form part of an overall sense among students that they are "seen" and parallels the tendency in society for people to lose their privacy to various forms of technology.
4. Creation of new signage around campus during the fall 2023 semester.	Some benefits include: - The campus is easier to navigate for new students and returning students with new schedules and activities. - There are fewer wandering students. - In the event of an emergency, medical personnel, police, etc., will be able to provide quicker assistance.
5. Change of principal at the end of the 2023 spring semester and new assistant principals in all the positions. Furthermore, there is a new superintendent and new assistant superintendents. a. Having a new administration in place, the following have supported the forward momentum of JBHS's action plan: i. Administrative trainings ii. Monthly principals meetings iii. Assistant Principal meetings iv. Promoting within v. Monthly district office hours vi. Monthly Assistant Principal trainings b. Our former Superintendent was in Burbank for almost 9 years, far exceeding the life expectancy of a Superintendent. c. Our Assistant Superintendent of Instruction retired after 30 years of service in Burbank. d. Our Assistant Superintendent of Ed Services was promoted to Superintendent, and he has 19 years in the district.	Since 2021, a new administration has been at the school site and district. The change in leadership has caused significant challenges in the continuity of program initiatives and the creation of new ones. Furthermore, the frequent changes in administration have caused a sense of instability and have impacted staff morale.

e. Our Assistant Superintendent of Human Resources was promoted to School Services, a renowned agency for educators in the state of California, after 6 years of service. f. The former principal of Burroughs is an alumnus of Burbank schools and worked for the district for over a decade before taking the position of Director of the Braille Institute.	
6. Shortage of custodial staff through the fall of 2023 with increased hiring for the spring 2024 semester.	The shortage in custodial staff has caused a decrease in what would be routine cleaning. During the school day, it can be difficult to get custodial support, which negatively affects the staff's morale.
7. Implementation of state-mandated 8:30 start time in the fall of 2023. a. In current discussions with teachers regarding a possible change to a block schedule. b. Creation of Early Release days to increase collaboration time. c. Adoption of pull-out days with substitutes to increase collaboration time.	Impacts include: - A decrease in the number of zero periods our school could offer. This decreased the number of classes many students have available to them. - There is less time for departments to collaborate (share instructional strategies, analyze data, etc.) because we had to give up dozens of PD days to maintain seat time for students absent from the hundreds of kids who used to take zero period in addition to six other classes. - The addition of early release days and pull-out collaboration days have helped restore collaboration time lost due to the mandated schedule changes.
8. Creation of DEI Initiative and Site Committee	Impacts include: - Developing tools that promote self-reflection as a teacher in a diverse school setting. Self-reflecting has helped to increase checking one's own bias and, therefore, increase inclusive classrooms. - The regular and ongoing DEI professional development has increased conversations surrounding what equity looks like and how we, as a school site, can promote a more inclusive campus and increase the safety of all school members. - Creating the site committee has established and solidified the goals of DEI by making them a site priority and increasing the commitment to the district's DEI initiatives.
9. Re-Development of WASC Process a. Regular staff meeting discussions i. September 12, 2023	Impacts include: - The summer retreat will allow the review of the feedback from the visit and plan for

ii. November 14, 2023 iii. February 13, 2024 b. Leadership Team WASC meeting discussions i. August 18th, 2023 ii. September 22, 2023 iii. October 13, 2023 iv. November 17, 2023 v. January 19, 2024 vi. February 9th, 2024 c. Leadership Team WASC meeting with WASC Coordinator. i. September 19, 2023 ii. December 11, 2023 d. Regular Department chair meeting discussions i. August 22, 2023 ii. September 26, 2023 iii. October 24, 2023 iv. January 23, 2024 e. Staff professional development meeting dedicated to WASC i. January 9, 2024 f. Designation of 7 WASC Teacher Leads g. Discussions during weekly administration meetings h. District level meetings i. Addition of a WASC coordinator to create sustainability. j. Addition of summer WASC/Leadership Team retreat to discuss Goals and Action Plan.	alterations of the Action Plan. Furthermore, it will promote more intentional change and movement toward JBHS's adjusted goals.

III: Engagement of Educational Partners in Continuous School Improvement

During the fall of 2017, the JBHS App was established. The app allows students, parents, staff, and the community to have easy access to schoolwide updates, when meetings are being held, and an ability to send alerts straight to phones. JBHS understands the need to reach stakeholders through different modes of communication, and the app has helped to involve more stakeholders in all aspects of the school. Additionally, our website is regularly updated, and the principal sends out weekly emails to the community regarding updates on our campus. The principal can also use the robocall system to record short messages informing parents about what is happening on campus. Between emails, a regularly updated website, an app that can send out alerts, and robocalls home, our prior communication advances and updates have helped JBHS actively seek stakeholder involvement in its WASC and SPSA goals.

Our WASC Action Plan is aligned with our SPSA and LCAP Goals. The primary mode stakeholders are involved in implementing and monitoring the SPSA is through JBHS's School

Site Council. JBHS's School Site Council, comprised of various stakeholders, meets semi-annually to discuss the school's safety plan and the SPSA. The Assistant Superintendent of Educational Services provides a timeline to review the SPSA with the School Site Council to be prepared to be presented to the School Board. The SPSA is available on JBHS's website following the School Board's approval.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Goal # 1: Use student performance data to improve the effectiveness and variety of our Academic Excellence (AE) programs to support the learning and growth of all students.	
Progress by Year	**Evidence**
2020-2021 - School shut down due to the COVID-19 pandemic.	
2021-2022 - First year of partial implementation	Fall 2021 grades data
2022-2023 - Developed survey to collect data from the faculty on their ideas of the effectiveness of AE in general. This data was presented to the staff in the spring of 2023 at a faculty meeting. - Developed a document with the process of scheduling teachers and students for AE in November of 2022. - The discussion of assigning teacher roles and balancing class loads was addressed during the school year; some teachers brought up the concern of unbalanced teacher loads. - Addition of Intervention AE that includes principal and guidance counselors to support students at risk of failing multiple classes. - Principal has a roster of 23 6-F 10th-12th graders for intervention. API has the 9th graders. This is supported daily by Guidance Counselors. - Addition of College Peers Mentors to AE. - Time of day that AE occurred changed from after period 2 to after period 4, due to feedback regarding student work. - AP of instruction overseeing AE separated from the school in November 2022. - AE Coordinator separated from the school in June of 2023. - Principal separated from the school in June of 2023.	AE FACULTY SURVEY RESULTS- SPRING 2023 Fall 2022 final grades data, scheduling Spring 2023 15-week grades data, scheduling AE Scheduling of students and teachers, 22-23 Class size data, 2023 AE WASC Mid-Cycle Teacher Feedback 2023

Analysis of Overall Progress (Impact)

In the 2023-2024 school year, the principal, AP of instruction, and AE coordinator are all new. The current AP of instruction and AE coordinator has worked closely with the director of instructional technology and accountability on effective scheduling processes, as well as developing a plan for data collection and analysis regarding the effectiveness of each of the different elements of AE (choice, tutorial, link crew/study hall). The current AE team has made several changes to AE based on feedback from the school community, including removing AE choice from the SIS system attendance record, balancing class sizes/ redistributing teacher roles, incorporating a new supervention course for students with 5 or 6 Ds and Fs, increasing compensation for the AE coordinator, and including case managers and the ELD coordinator more in the process of scheduling students with IEPs or students in ELD.

The current AE team has begun work on developing performance tools to measure the effectiveness of tutorials and the other elements of the AE program. The target date for data analysis is spring break. The target date for presentation to the staff is April or May 2024. However, due to a lack of professional development time left in the school year, the team will likely need to make the presentation optional for teachers, and wait until the fall to present to the faculty as a whole. An additional challenge to making the target dates is the schedule of the AE coordinator, as the AE coordinator teaches two sections of math in addition to being an AE coordinator. The API, AE coordinator, and the Director of instructional tech, as well as the site administration team, are invested in being able to present to the faculty the ways in which the intervention program is working, as well as the ways in which the program can improve or evolve in order to best serve the students that attend JBHS.

Goal # 2: Continue to create and analyze common formative assessments to address student learner needs.

Progress by Year	Evidence
2020-2021 - Math Single Subject meetings are held once a month. Teachers are pulled out of their classrooms for a 2-hour block to collaborate with the PLC structure. Common Formative Assessments are created for promise standards only (3-4 per semester), students are assessed, data is gathered and discussed, and best practices are evaluated and implemented in a future lesson. Teachers decide when and how to reteach and when and how to reassess. - Math teachers create common formative assessments together and talk about how they will grade them, where to record the data, and what to do if students don't understand. The Plan Do Study Act cycles (PDSA) are constant and concurrent in each of our single subject areas (Geometry, Algebra 1, and Algebra 2). Teachers use these CFA's to guide future instruction, discuss when and how to reteach, and when intervention is necessary. The idea of retakes is introduced, and a few teachers try it.	Algebra 2 Promise Standards Data per teacher for Promise Standard quizzes Sample Promise Standard Quiz Geometry Promise standards Fall Semester

2021-2022 - Math Single Subject meetings are held once a month. Common Formative Assessments are created for 3 standards per unit of study: students are assessed, data is gathered and discussed, best practices are evaluated and implemented in a future lesson. Promise standards become objective assessments, and rubric grading is introduced to some of the assessments. - Math teachers create common formative assessments together and talk about how they will grade them, where to record the data, and what to do if students don't understand. The Plan Do Study Act cycles (PDSA) are constant and concurrent in each of our single subject areas (Geometry, Algebra 1, and Algebra 2). Teachers use these CFA's to guide future instruction, discuss when and how to reteach, and when intervention is necessary. Retake options are introduced in all Algebra 1 classes and a few Algebra 2 classes.	Agenda from 10/5/21 Alg 2 Single Subject meeting Sample exit ticket on Promise Standard 5 Sample objective assessment with rubric attached Data collected from Alg 2 teachers for common formative assessments Objective standards created for Unit 8 on Polynomials
2022-2023 - Math Single Subject meetings are held once a month. During these meetings, teachers create/modify Common Formative Assessments for 3 objectives per unit of study, students are assessed, data is gathered and discussed, best practices are evaluated and implemented in a future lesson. Promise standards become objective assessments, and rubric grading is introduced to some of the assessments for Algebra 2. Algebra 1 now grades entirely on rubrics for all CFA's. Blind grading is also introduced in Algebra 1 and Algebra 2 PLC meetings. - Math teachers create common formative assessments together, discussing how they will grade them, where to record the data, and what to do if students don't understand. The Plan Do Study Act cycles (PDSA) are constant and concurrent in each of our single subject areas (Geometry, Algebra 1, and Algebra 2). Teachers use these CFA's to guide future instruction, discuss when and how to reteach, and when intervention is necessary. Retakes are implemented in all Algebra 1, Geometry, and Algebra 2. There is not a blanket dept. policy for all teachers. Creation of DEI Site Team - BUSD instated DEI Site Leads and DEI Site goals starting in the 2022-2023 school year. Burroughs has 4 teachers who are DEI Site Leads and an administrator supporting/facilitating the team. Teachers were chosen by application and are paid a stipend for their work. The committee attends monthly or quarterly meetings at the	Agenda from 11/17/22 Alg 2 Single Subject meeting Sample objective assessment from Unit 3 along with rubric created by the teachers. Data collected from Algebra 2 CFA Alg 2 attempting to align refocus our work in alignment with the CA state standards. Reflection and Retake form for Algebra 1 Objective Assessment WASC Mid-Cycle Teacher Feedback 2023 DEI team pullout workday, October 18, 2023: Planning Day Document. DEI Professional Development, November 28, 2023, with faculty: DEI PD NOV 23 DEI Professional Development, November 28, 2023, with faculty: DEI PD NOV 23 Teachers develop and submit their smart goal, February 13, 2024: DEI SMART Goal Materials- Teachers JBHS DEI Site Team Rubric Assessment Tool

district office with other secondary teams and the district's DEI consultant. - Assistant principal of instruction is the administrator who supports the DEI team. Creation of DEI Rubric Assessment Tool - Burroughs' DEI Site Goal for 2022-2023 was the following: By May 2023, JBHS will develop and implement a rubric to assess diversity, equity, and inclusion for teachers, students, and administrators to evaluate and inform classroom practices. - Our 2023-2024 site goal is the following: By May 2024, JBHS teachers will implement the DEI rubric assessment tool to evaluate and inform their classroom practice by completing one cycle of inquiry with the tool: Self-assess, Identify focus area, Implement new practice, record progress and reflect on results. - 2023-2024 timeline in progress toward 23-24 goal JBHS started the 2023-2024 school year with Teacher training during the pre-service work days. Team meetings at the district office in September, October, January, and March. Administered Self-Assessment to Staff DEI Site team met with the consultant on February 16, 2024, to brainstorm navigating the conflict between supporting teachers with any instructional goals, such as their DEI goal, and the lack of professional or collaboration time at JBHS.	

Analysis of Overall Progress (Impact)
Due to significant changes in leadership and a new bell schedule being implemented in the past 3 years, not all departments have seen as significant growth as the math department has in that time. The bell schedule significantly impacted the ability of departments to meet because the number of early release days was drastically reduced due to our zero period minutes not counting towards seat time. Additionally, the math department has had uninterrupted leadership that has assisted in the success of the continued implementation of PLCs and the development of common formative assessments. The math department PLC model now serves as an example to the district to drive other departments to consider this collaboration time's impact on instruction.

Goal # 3: Establish policies and procedures that promote student attendance, wellness, and safety.

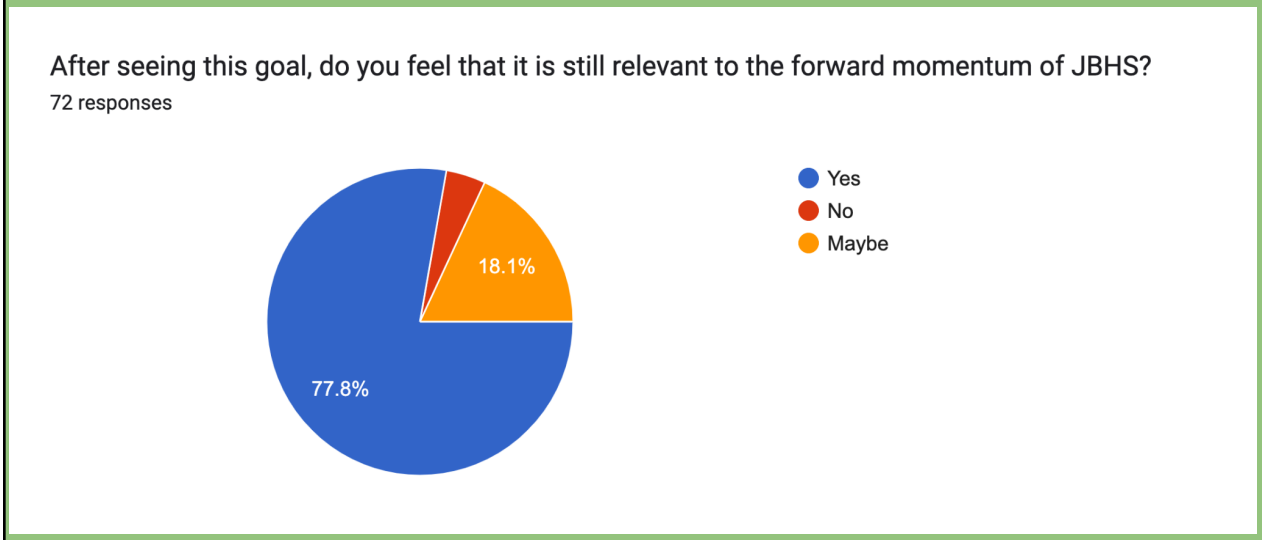
Progress by Year	Evidence
2020-2021 - In our 2020-21 WASC Self-Study Report, Goal 5 has two parts: using the School Climate Survey results and decreasing suspensions by 2% by the end of 2019.	WASC Complete (burbankusd.org) 2021 Comprehensive Safe School Plan Burroughs High School

- The 2020-21 School Safety Plan states that we desire to move toward alternative means of correction and Positive Behavior Intervention and Support (PBIS). In 2019-20, it says 41 students attended the Burbank Police Department's monthly Vape Prevention Seminar for first-time offenders in lieu of suspension.	School Climate Survey 2021 not available due to the COVID-19 Pandemic.
2021-2022 - School suspensions and expulsions for 2021-22 could not be compared with the partial previous year of 2020-21 due to the Covid Pandemic.	2021 School Accountability Report Card Burroughs High School School Climate Survey Results 2022
2022-2023 - Our 2022-23 School Plan for Student Achievement (SPSA) identifies a need to increase overall safety and decrease suspensions. In the plan, Goal 5 is a 3% reduction of annual suspensions by the end of 2022-23. To achieve this goal, strategies include investing in a new security camera system, utilization of restorative interventions like vaping seminars and online training programs, counseling by Burbank Family Services, Student Study Teams (SSTs), a School Resource Officer, a School Safety Climate survey, training workshops for Positive Behavior Intervention and Support (PBIS). - The 2022-23 SPSA mentions the result of implementing these strategies is that all student suspension rates were in the "orange zone," as was the suspension rate of subgroups: Hispanic students, African-American students, students with disabilities, and socioeconomically disadvantaged students. - The 2023 School Accountability Report Card shows that over the period from 2021-22 to 2022-23, suspensions increased by 43.4% (2.76 to 3.96 per 100). - As of 2024, the new security camera system has not been installed. - As of fall 2023, the rollout of the Raptor School Safety system was paused because of performance issues.	School Plan for Student Achievement Template - Local Control Funding Formula (CA Dept of Education) (burbankusd.org) Burroughs High School - 2023 School Accountability Report Card Burroughs High School School Climate Survey 2023 WASC Mid-Cycle Teacher Feedback 2023

Analysis of Overall Progress (Impact)

The partial school year 2020-21 made it difficult to assess trends in variables that depend on the number of days of school attendance, like suspension rates. Although data from our School Accountability Report Card shows an increase in suspension rates from the 2021-22 to the 2022-23 school year, the drive to progress JBHS to meet this goal is evident from staff. A survey given to the staff at a WASC discussion meeting in January 2024 showed that over 77% of the staff felt this goal was still necessary for the school's forward momentum. How can JBHS promote school safety, such as lowering school suspensions, when there are budget cuts, staff reduction, and loss of programs, such as PBIS and the Burbank Police Vaping Seminar? Although significant changes to JBHS and BUSD have stymied the progress of this goal, JBHS's passion for promoting school safety is still seen as a core value. The evidence of this passion can be seen through the recent creation of the school's Diversity, Equity, and Inclusion (DEI) Committee. The DEI Committee has helped to promote

a positive learning environment that promotes a safer and more inclusive campus. Still, the rise in suspensions forces JBHS to reflect on current practices and devise a plan moving forward that further promotes the safety and wellness of its staff and students.



V: Revised Schoolwide Action Plan/SPSA

Click on the links below for updates regarding John Burroughs High School's updated Action Plan, our current (2023-24) Local Control and Accountability Plan (LCAP), and SPSA serving as our current Action Plan. We are currently developing our 2024-2025 SPSA action plan, which we intend to fully align with our WASC growth areas and serves as our Schoolwide Action Plan moving forward.

Attachments:
Updated Action Plan
Current LCAP
Current SPSA