

JOHN BURROUGHS HIGH SCHOOL
WASC SELF-STUDY REPORT

1920 W. CLARK AVENUE
BURBANK, CALIFORNIA 91506

BURBANK UNIFIED SCHOOL DISTRICT

MARCH 15-17, 2021

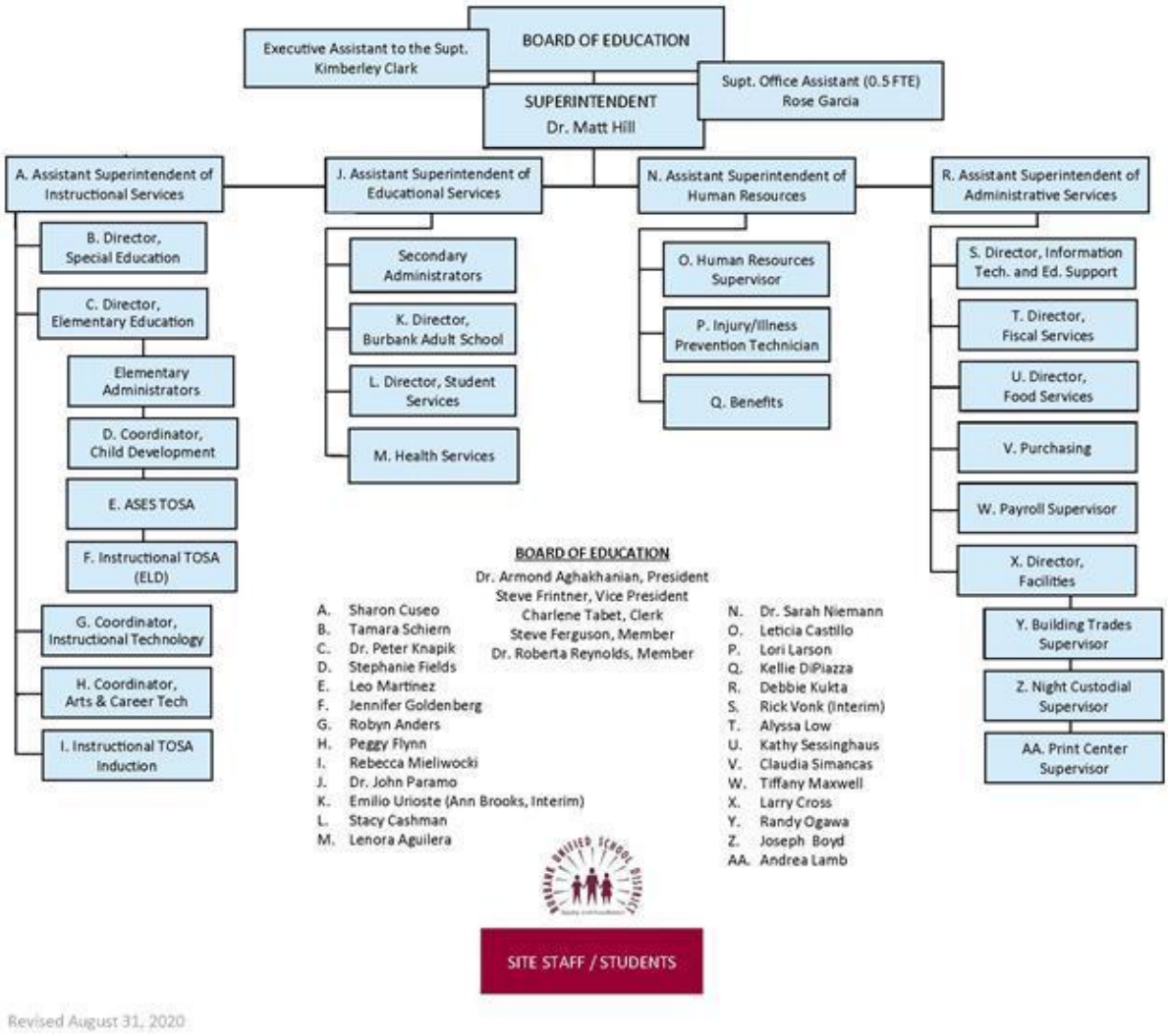
Table of Contents

Chapter	Content	Page #
Preface	Table of Contents, BUSD Leaders, and WASC Timeline	2-4
Chapter 1	Progress Report	5-21
Chapter 2	Student/Community Profile and Supporting Data and Findings	22-44
Chapter 3A	*Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources*	45-72
Chapter 3B	Standards-based Student Learning: Curriculum	73-90
Chapter 3C	Standards-based Student Learning: Instruction	91-108
Chapter 3D	Standards-based Student Learning: Assessment and Accountability	109-126
Chapter 3E	School Culture and Support for Student Personal and Academic Growth	127-143
Chapter 4	Summary from Analysis of Identified Major Student Learner Needs	144-148
Chapter 5	Schoolwide Action Plan	149-154
Appendices	Links and Glossary	156-157

Members of the Board of Education

Steve Fritner, President
Charlene Tabet, Vice President
Steve Ferguson, Clerk
Emily Weisberg, Member
Armond Aghakhanian, Member

Burbank Unified Administrators



John Burroughs High School Administrators
Ms. Deborah Madrigal, Principal
Dr. Matt Chambers, Assistant Principal (Instruction)
Mr. Kenneth Knoop, Assistant Principal (Guidance)
Ms. Miriam Wazirkajoyan, Assistant Principal (Discipline/Attendance)
Mr. Steven Hubbell, Assistant Principal (Athletics/Activities)

The JBHS community is proud to present the results of our self-study. The timeline and process used to create this report is documented below:

JBHS WASC Process

- Fall 2019:
  - Faculty makes focus group requests via Google Form
  - At a faculty meeting, review 2014 WASC report
- Spring 2019:
  - Parent and student volunteers recruited
  - Assemble in focus groups to Write the "findings" for Chapter 3
- Summer 2019:
  - WASC Coordinator writes Chapters 1 and 2
- Fall 2019:
  - Focus Group leaders meet to determine preliminary student learner needs
  - Focus groups continue writing findings for Chapter 3
- Spring 2020:
  - Leadership Team reviews Chapters 1-3 to determine Action Plan items
- Fall 2020:
  - Focus groups collect evidence for Chapter 3
  - Prepare Chapter 4
- Spring 2021:
  - Meet virtually to develop department-based action plans to satisfy our School Wide Goals (#1-3)/Chapter 5

CHAPTER 1:

PROGRESS REPORT



Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Section 1A: Significant Developments

John Burroughs High School has evolved in significant ways over the past six years. Naturally, there have been a wide range of expected changes from the ever-changing population of students to turnover among teachers. But there have also been changes that reflect our progress as a school including new curricular offerings, facility updates, and many awards. Each of these developments is discussed in detail in Chapter 3 of this report.

The following list offers the **most significant new developments at John Burroughs High School** since 2014, the date of our last full WASC review:

- The addition of a **new Principal, Ms. Deborah Madrigal,** gave our faculty a renewed focus on research-based practices in professional development.

- The implementation of **Academic Excellence (AE),** the JBHS comprehensive intervention program**,** created in 2019 after three years of planning. All teachers and students participate in the twenty-five minute AE period**,** which takes place three days a week. The purpose of AE is to provide struggling students targeted support, give all students the opportunity to study, complete assignments, or get extra help, and engage freshmen students in the Link Crew program.

- The development of new **mission and vision statements** to better reflect the needs of our students.

- The formation of the **Leadership Team,** made up of approximately 25 faculty and staff members across departments and disciplines, who keep the school engaged in a **continuous improvement cycle.** The leadership team designs the **Professional Development schedule**, designating meetings for administrative tasks (department business, faculty meetings) and PLC efforts (same-subject meetings).

- Training by Solution Tree to implement a **Professional Learning Community (PLC)** culture, which structures meeting time around the four critical questions of learning: 1) What do we want students to learn? 2) How will we know if they learned it? 3) What will we do if they don't learn? 4) What will we do if they already know it?

- The establishment of a **Link Crew** program, which orients new freshmen, introduces them to supportive upperclassmen, and provides a safe space as they grow accustomed to high school.

- The creation of new student leadership opportunities including **College Peer Mentors**, **Academic Mentors**, and **Tutorial Mentors**.

- The implementation of counseling , systemic policies and improved communication, which have led to the **A-G Completion Rate** increasing from 44.4% to 56.9% since our last WASC self study in 2013-14.

- The creation of two National Academy Foundation (NAF) certified academies, the **Medical Academy** and the **Engineering Academy,** were launched in 2017-18. Currently 16% of the JBHS student population is a member of a NAF program.

- The opening of the **Care Center**, an on-campus therapeutic setting for students.

- New methods of communication including the **JBHS App**, a **weekly Principal's message**, and the **updated website.**

- **21st Century Classroom updates**, with projectors, speakers, and several mobile computer carts.

- Schoolwide implementation of **Positive Behavior Intervention Strategies (PBIS) implementation**, with numerous Tier I behavioral interventions.

- The change of our **school mascot** (formerly the Indian) in late 2020, with a majority vote from the student body.

- A full transition to distance learning as a result of the Covid 19 pandemic.



Section 1B: Schoolwide Growth Areas for Continuous Improvement

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2013-2014 Action Plan Goal: Continue to develop and implement common formative and summative assessments aligned with the Common Core State Standards within and across all disciplines to assist students in their acquisition of established learning goals.	● Use of teacher-designed, common summative assessments in all courses. ● Development of PLC Culture, with emphasis on common formative assessments. To aid in this process, training of the majority of the faculty is by Solution Tree.
2013-2014 Visiting Team Recommendation: Creation of common formative assessments aligned with CCSS	Frequent PLC meetings, where potential course-specific formative assessments are devised or data from such assessments is discussed. ● Math and science departments have fully implemented the common formative assessment cycle utilizing approximately 3-5 common formative assessments per semester. ● The Social Studies department has begun to create and implement common formative assessments. ● Other departments have identified their essential standards, but have yet to begin the common formative assessment step in the PLC process.
2016 Mid-Cycle Review Recommendations ● Develop a deeper understanding of formative assessment strategies and continue to prioritize their use schoolwide. ● Use best practices to regularly and systematically analyze data collected from not only statewide but also local assessments, such as their summative assessments and the district writing assessment to inform instruction.	Placement of students in Academic Excellence tutorials at five-week intervals, based on progress report marks.

The JBHS faculty and staff has made progress in implementing Action Plan Goal #1. While rates of progress vary by department, ALL DEPARTMENTS on our site now implement at least one

common assessment based in Common Core Standards per semester, per a district rule. This Action Plan Goal aligns with a recommendation of the Visiting Committee from 2016 and it remains in our action plan for the six-year cycle ahead.

From 2013-2016, our faculty participated in numerous meetings to gain familiarity with Common Core State Standards. These included distribution and dissemination of the new standards in bound booklets. We also received video training from Jill Jackson of Jackson Consulting. In these early years, much of our time was spent paraphrasing the standards to uncover the essential skills.

Since 2016, we have pivoted from a focus on Common Core to a focus on common assessments. This is not due to a change in focus, but rather an evolution; we have moved beyond thinking about content to considering the best practices to teach that content. However, before shifting focus to assessment development, there was a clear need to learn more about Professional Learning Communities. In short, we needed to learn how to meet before we could accomplish successful work together. To this end, most teachers on campus received training about PLCs in the 2018-2019 school year from Solution Tree.

Much of the work towards this goal has happened during a series of same-subject meetings, where teachers meet with others who teach the same course for a few hours during the school day. **The team meetings are intended to develop answers for the four Professional Learning Community (PLC) questions**:

1. What is it we expect students to learn?
2. How will we know students have learned it?
3. What do we do when students don't learn it?
4. What do we do when students already know it?

Starting with question 1, teachers in grade-level/subject areas worked as teams to agree **on a few (3-5) essential standards per semester** that all students in their classes should learn. This step is followed by the development of common formative assessments to evaluate learning of each of the designated essential standards. Some groups have found it challenging to decide upon essential standards, so teachers in numerous departments have yet to fully develop and implement common formative assessments. Other departments, like math and science, are in full implementation, using multiple formative assessments per course, per semester. Up to this point, all departments have at least finished a draft of question #1. It has been determined that Question #2 will be the focus for 2020-2021 PLC meetings.

PLC Status Report - JBHS 2020

Department	Q1 -Essential Standards	Q2 - Team-Developed Formative Assessments	Q3 - Systematic Interventions	Q4 - Extended Learning
Math				
Science				
Social Studies				
English				
Health				
World Languages				
PE				
VAPA				
CTE				

Per a district expectation, **all departments within BUSD also have a teacher-designed, course-specific common summative assessment** to be administered once per semester. At various meetings over the past six years, teachers have gathered for paid work time to develop these assessments. Many departments have found ways to use these district-mandated assessments -- whether multiple-choice exams or performance tasks -- to answer the PLC questions. Assessment highlights include common final exams, promise standard assessments, and the District Writing Assessment. While most assessments are summative in nature, we continue to work through the PLC questions to integrate more common formative assessments into our classroom routines.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2013-2014 Action Plan Goal: Improve collaboration time by providing opportunities for teachers to meet in interdisciplinary teams.	Monday early-release meetings for all teachers (ex.)
2013-2014 Critical need: Focus on professional development to support facilitation of Common Core State Standards	Creation of the Leadership Team to determine Professional Development offerings

2013-2014 Visiting Team Recommendation: Schoolwide implementation of effective instructional practices	Frequent PLC meetings for sharing best practices
2016 Mid-Cycle Review: Increase Leadership Team oversight of the Action Research, same-subject, and Grade Level Teams to provide accountability to unify the efforts of the teams for the school as a whole.	Creation of the Leadership Team to determine effective use of meeting time based on school mission and goals

The JBHS team has made admirable achievements in the effort to designate time for collaboration and teamwork. While in previous WASC cycles, much of our meeting time was limited to the after-school hours, our school has witnessed a dramatic shift in schedule to allow weekly meeting time during school hours.

This transition began several years ago, with the **addition of an early release Monday**. By bolstering enrollment in "zero period," 7 a.m. classes, time was available for weekly hour-long meetings from 2-3 p.m., the hour before our typical dismissal time. With just a few exceptions for events like state testing, most Mondays in the school year feature an early release meeting from 2 to 3 p.m. This meeting time is possible due to offering significant "zero period" courses from 7-8 a.m. for interested students and teachers. This time has been used for various purposes. These include:

- Focus groups who read a book and studied an assigned topic. These heterogeneous, interdisciplinary groups offered time for teachers to study a topic of significance, among them grading, intervention, and instruction.
- Grade-level meetings, where teachers meet in interdisciplinary groups to discuss key grade level concepts. For example, the grade 11 team focused on developing a collection of sign-posts to guide analysis of any text.
- Department meetings, where teachers meet as a department to disseminate information from the administration. This time is also used for teacher-generated ideas, like the development of a department mission statement.
- WASC meetings, where teachers reviewed, edited, and wrote new components for the current review cycle.
- Intervention meetings, where we asked questions, developed plans, and discussed our vision for this new program which debuted in 2019-2020.

In the present school year, JBHS teachers benefit from increased time with same-subject groups. Starting in the 2019-2020 school year, Monday afternoon PLC time is used to allow all faculty members to have time to teach with others who are in the same department or even those who teach in the same course. The 2019-2020 PD calendar allowed for eleven meetings of this kind. Ultimately, the goal is for teachers to set their own agendas for PLC time; at present, a topic/prompt is provided to get the process going. Department chairs guide these efforts and report back to administrators with notes. Teachers in the core subjects mentioned

above continue to meet and discuss common assessments, pacing, and data. Furthermore, the "singleton" teachers, like our photography teacher or the digital media teacher, are advised to find the person who teaches a subject/course that is most similar to their own. While content standards will differ, the two teachers should be able to agree upon common goals shared in their respective courses. This time has been a significant benefit to the staff, allowing teachers who never have the opportunity to align curriculum to do so.

As we used this early release time for meetings, it became apparent that our teachers and staff needed guidance on efficient meeting protocols. In response, two teams of teachers attended a **two-day workshop by Solution Tree on Professional Learning Communities (PLCs)**. Given the positive feedback from those who participated, our Principal then extended the opportunity by having the speakers do an on-site workshop for most of the teachers who still needed training. This process clarified our need for essential standards, common formative assessments, and analysis of student performance.

To make formal plans for professional development time, the former Professional Development committee transitioned into a new **Leadership Team**, composed of adults from various groups on campus. This team not only develops the calendar for PD time (that which occurs almost every week on Monday from 2-3) but also determines the major themes of focus for the year. For example, in 2018-2019 we made the concept of "intervention" our major focus and planned out various meetings to plan schedules, discuss likely student rosters, and prepare supports that would benefit students. The Leadership Team's prime planning time occurs during periodic "retreats."

Some departments are still "finding their way" in using the collaboration time, while others have come to depend upon it. Some groups hold themselves especially accountable for the use of time, while other groups need formal facilitation by an administrator. Among the success stories: Teachers in the math department now rely on these meetings to calibrate instruction and compare student performance.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2013-2014 Action Plan Goal: With an emphasis on improving and expanding math and literacy skills for all students, JBHS will develop an academic Common Core State Standards (CCSS) implementation plan which includes ongoing professional development. The focus of professional development will include the use of research-based instructional strategies, effective data analysis that drives instruction, and structured	Tier 1 academic intervention: Development of essential standards and assessments Tier 2 academic intervention: Intervention AE period Tier 3 academic intervention: SST meetings for struggling students

cross-curricular collaboration.	
2013-2014 Critical Need: Raise the academic achievement of all students in math	Same-Subject meetings. Group and individual services offered to students, including Math Boot Camp
2013-2014 Critical Need: Focus on reading and writing across the curriculum in order to raise the achievement of all students	Writing Across the Curriculum presentations

To address academic improvements since the last WASC visit, the JBHS team has made several innovative changes to support student achievement. Our efforts to satisfy the 2013-2014 Action Plan goal towards professional development have been described above.

Within the past six years, there was **significant emphasis on gaining familiarity with the Common Core State Standards**. Core academic departments have implemented plans to foster student success. The math department has transitioned to a new curriculum which involves learning groups and places great emphasis on problem solving. To add extra support for our math students, the district has plans to administer a new program to improve math skills in Algebra district-wide. The Special Education department also offers a two-year Algebra course to slow the pace for students who need extra time.

To foster literacy skills, the English department took a leadership role to promote cross-curricular collaboration. This includes **several presentations on Writing Across the Curriculum (WAC)**, with information on writing effective prompts, rubric grading, and use of turnitin.com. There was also an attempt to reinstate Silent Sustained Reading in 2018-2019. Within the domain of English, students also benefit from another district program, the District Writing Assessment, which requires timed essay writing twice per year. Our JBHS teachers also use this as a common assessment to study student needs and develop best-practice preparation. For example, the eleventh grade team vowed to use the district assessment as a starting point, and these teachers require revision (with targeted instruction) to help all students achieve a passing score. After several WAC presentations, it was determined that we might need to reprioritize our goals for students. While we are not ignoring Writing Across the Curriculum, academic interventions in many subject areas are a more pressing need.

For students with chronic academic needs, our JBHS stakeholders have taken several steps to offer the necessary support to improve academic performance. These supports include…

- Ninth-grade SST meetings. In these meetings, the student, parent, an administrator, and a collection of teachers gather to discuss student strengths and impediments to performance. From the meeting, an improvement plan is developed.
- The creation of a “Supervention” course. In previous school years, JBHS offered two sections of the course, one for students in ninth grade and another for those in tenth.

Each section of the class served 15-20 chronically struggling students, and aimed to equip them with study skills and work habits. Students worked for one period each day on missing assignments or re-takes to improve grades in the presence of a teacher who kept them on track. Unfortunately, due to budget constraints, the course was eliminated in the 2020-2021 school year.

- With our new comprehensive intervention program, students who have a D or F in any subject will be placed in a 25-minute tutorial class three days per week. During this time, students who need extra support will be assigned to a teacher for extra work or revision of work that needs improvement. In many cases, the teacher is supported by student mentors, volunteers who previously did well in the course. The combination of teacher and peer is intended to offer struggling students many layers of support. Once a student raises the grade to passing, they may use this time for independent study.
- We focus on students with chronic academic issues. The school has acknowledged that many such issues happen due to challenges in a student's personal life. As part of a broader effort to adopt Positive Behavior Intervention and Supports (PBIS), our school has developed PBIS matrices of positive behavior. With one matrix for schoolwide behavior and numerous teacher-designed matrices, students are given expectations for behavior in class, during breaks, and even in the parking lots and sidewalks.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
• **2013-2014 Action Plan Goal:** Maintain focus of preparing graduates for post-secondary endeavors.	New career-oriented curricula and programs

The JBHS counselors are adept at advising our students for their post-secondary options with a consistent range of individual and group meetings. These include sessions on the needed coursework, A-G requirements, goal setting, and more.

To enhance our focus on post-secondary pursuits, the JBHS community has implemented a variety of new programs since the last WASC review. These include…

1. The **JBHS College Peer Mentors** meet to support classmates as they make decisions in their junior and senior years. These students must apply to serve in this capacity and, once selected, they meet for one period daily under the guidance of a classroom teacher. They schedule fun programs with a college focus, like wearing college clothing or college-themed door decorating contests. They also are able to make quick conferences with students at key points in the year to review application deadlines, financial aid information, and gather updates about future plans.
2. Our district has adopted a plan to offer students a career pathway through the **National Academy Foundation**. At JBHS, we offer a Sports Medicine Academy, a Medical Academy, and an Engineering Academy. These students complete normal coursework, with additional specialized courses in their chosen area of focus. They are also exposed

to speakers and field trips that relate to their focus area.

3. JBHS has become involved with an organization called **Teen Court**, which allows students to act as a valid jury for crimes including minors. Under the guidance of a local judge, JBHS students practice questioning and deliberation, all while learning aspects of the criminal justice system.
4. Freshmen students are exposed to a curriculum called **Get Focused, Stay Focused** through their health classes. This curriculum involves the creation of a 10-Year Plan, with intermittent goals for achieving the bigger picture. Students can then check back in or revise the 10-Year Plan as they progress through the upper grades.
5. Our counseling department offers periodic presentations for students and families. In the 2019-2020 school year, they offered two Saturday sessions about completing college applications and completing the FAFSA. Each presentation was well-attended with 40-50 people per meeting.
6. The Special Education department offers post-secondary supports, particularly for seniors. Students can take field trips to local community colleges and technical schools.

We know that sound mental health is necessary for post-secondary success, a major area of focus in the past six years has been student wellness and mental health. The JBHS community recognizes the connection between personal/mental health and academic performance. Following a series of student tragedies, the school experienced a rise in anxiety and, sadly, suicides. With an increasing burden on our school psychologist, the community responded with the **creation of an on-campus Care Center**. The Care Center offers a calm and quiet environment for students experiencing stress. Students can also access a therapist with an appointment. This Center is a collaboration between John Burroughs High School, the Burbank Unified School District, and Burbank Family Services.

Finally, to help our students as they adjust ***to*** high school, an adjustment that requires transitions both personally and academically, our school implemented a **new program called Link Crew**. With a team of teacher advisors and a large group of student Link Crew Leaders, incoming Freshmen are placed in a group of people who can help them learn to navigate their new school before classes start. Link Crew begins with a summer freshmen orientation and continues with weekly meetings among Link Crew leaders and freshmen. Students report that they feel more connected to our school with the help of upperclassmen who are ready to offer support.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2013-2014 Visiting Team Recommendation: Update technology schoolwide to support instruction	Raptor system and 21st Century Classrooms
2016 Mid-Cycle Review Recommendation: Explore innovative uses for technology to enhance instruction, especially as new classroom technologies are rolled out in the district over the next few years.	Computer Carts in many classrooms. Also, development of an Engineering Academy with exciting technologies like 3D printers

The visiting team's recommendation for updated technology has been satisfied by a campus-wide update to **21st century classrooms**. This designation means that all classrooms on campus are equipped with speaker systems, voice amplification/microphones, and a projector.

In addition, numerous teachers have **computer carts with a class set of Chromebooks**. Each English teacher was provided with a designated cart. Several other departments, including Health and Social Studies, are equipped with one cart to share within the team. This means that teachers are using technology more in the classroom, with tools like Google Classroom and turnitin.com. In addition, students are learning to navigate technology with frequent access.

Technology has also improved our ability to communicate. JBHS now has a **Communications Coordinator**, who updates and manages our website. As a result, our website offers current information in a user-friendly way. The JBHS community also uses a new app which allows the school to deliver announcements, provide notifications, and even manage absences.

Though not used to support instruction directly, the school has made several changes that improve the security and comfort of our campus. A new security system at the front door manages all visitors. The **Raptor System scans the identification of any visitor** to make sure that all visitors are eligible to be on campus. This helps preserve our atmosphere of academics by making sure that visitors have a legitimate purpose. Other campus improvements include more outdoor seating for students in our quad and a remodel of the staff lounge. While these elements do not exist in the classroom, the comforts help to put both students and teachers in a better frame of mind to learn or teach.

Finally, our campus subscription to web-based **5-Star software** has updated and upgraded our ability to take attendance, resulting in much greater flexibility in student schedules. 5-Star was previously used to track attendance for extracurricular events like the Homecoming Dance, but it is now the primary tool for taking attendance during the Academic Excellence (AE) period. This has allowed students to be where they need to be and when they need to be there. It was

also successfully tested as a tool for releasing students during our fall Disaster Drill.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2016-2017 Mid-Cycle Review Recommendation: Be mindful about parent communication and better publicize the many ways that we offer school-to-home communication.	Varied new communication tools allow users to choose the style of communication they prefer

Communication has improved since the last WASC improvement cycle with the addition of several new features.

With the establishment of a **Communication Coordinator** position, we have a point-person to manage information that publicizes school programs and events. Our Coordinator, Jill Tobin, conducted a major overhaul of the school website, making key information easier to find and eliminating a dearth of outdated information. The Coordinator also helped to establish and promote a JBHS App, which is used to push notifications to families; it can also be used to report absences and more. Finally, she maintains content for the marquee sign at the front of the school.

Our principal, Ms. Madrigal, sends weekly **Sunday night emails** with a list of important reminders and events. The emails are connected to software called Constant Contact, which offers data about what is read and clicked on. Several teachers are interested in using this resource to track communication with families in the future.

Lastly, our school has been using the program **Aeries** for grading for many years now. Given this history, nearly all teachers on campus now use Aeries for its gradebook function, which can be accessed by students and families through the "parent portal." This access allows for the most up-to-date information about a student's grade; students and families can see grades as soon as they are entered by a teacher. This access point has been extremely effective in that many families check the portal almost daily; some of our stakeholders would like to investigate the possibility of eliminating the 5-week progress reports, given that student data can be offered on a much more frequent basis.

Goals/Recommendations from 2013 & 2016	Highlights from 2020-2021
2016-2017 Mid-Cycle Review Recommendation: Continue to implement effective researched-based strategies to ensure and increase rigor.	Solution Tree Training EL Magazine

The JBHS faculty explored many sources of research over the past six years. The approach to satisfying this Recommendation has been to collect research from credible sources, distribute amongst teachers, and determine the best best ways to use this information to improve our instruction for students.

In 2016-2017, our faculty was divided into three groups: Grading, Instruction, and Intervention. Each team was given a text to read and then discuss, followed by a presentation of recommendations to the full faculty. Texts included the following:

- *Grading Smarter Not Harder* by Myron Dueck
- *It's About Time: Planning Interventions and Extensions in Secondary School* by Mike Mattos, Austin Buffum, et al.
- *UDL Now!* By Katie Novak
- *Learning by Doing: A Handbook for Professional Learning Communities at Work* by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, and Mike Mattos

Ultimately, the decision was made to unify the faculty around the study of just one of the topics: Intervention. With all hands on deck, we were able to make decisions about the scheduling and purpose of a school-day mandatory intervention period. The outcome is our new Intervention/AE period, which occurs three times per week for approximately 25 minutes per period. This program was heavily influenced by the intervention text, which described the approach of several American schools to Tier 1-3 academic interventions. For accountability purposes, two new positions were created:

- AE Coordinator: scheduling of students and analysis of general trends, working closely with the API
- Intervention Specialist: monitoring and supporting struggling students

In addition, a subscription was purchased for all Department Chairs to *Educational Leadership* magazine. This monthly publication tackles important topics in education: mental health, bullying, reducing burnout, and more. At many department chair meetings, teachers are encouraged to read an article and report back. To follow up, some of these articles have been distributed for all-faculty review and discussion.

Section 1C: Ongoing follow-up process

JBHS faculty members have participated in WASC meetings at least once per semester since our last WASC review cycle in 2013-2014. These meetings occured during early-release time on Mondays, allowing our team to review WASC goals and reflect on our progress towards them on a semi-annual basis.

Additional work towards the WASC process has occurred within JBHS Leadership Team. Since 2015, the Leadership Team has participated in yearly "retreats," involving designated time to discuss full-school issues like the mission statement and the professional development calendar. WASC matters are placed on the calendar for this event. For example, at the 2015 retreat at Burbank Water and Power, members of the team were challenged to create "cheers" to re-familiarize ourselves with the 2013 Action Plan Goals. At subsequent retreats, we have focused our attention on developing structures to address the various goals and recommendations.

While the current WASC review was postponed three times (Spring 2020, Fall 2020, Spring 2021) due to scheduling issues and the pandemic, the result is a report that required more sustained attention on our strengths and needs. In effect, we were "writing" this report for three years, resulting in constant reflection and revision.

It is the goal of our current administration to bolster the WASC process in our professional development calendar. To this end, Ms. Madrigal hopes to create a six-year position for the WASC Coordinator, to allow for a consistent focus in this important endeavour.

Section 1D: Single Plan for Student Achievement (SPSA)

The JBHS administrative team endeavours to satisfy the annual Single Plan for Student Achievement. To disseminate the information among the faculty and staff, administrators work with the Leadership Team to annually review progress and suggest areas that demand focus.

The SPSA is determined with the influence of the WASC goals and the input of the School Site Council, a group of students elected annually and parents who are elected for a two-year position. The Council also involves participation from teachers and classified staff members, both of whom are elected for service, along with the Principal.

The following chart contains the various SPSA goals, along with correlations to previous WASC Goals and Recommendations.

SPSA Goals 2019-2020	Correlations
Improve academic achievement by providing teachers with the training, tools and materials to conduct effective instruction and assessment and by providing students with the necessary supports and courses to promote academic success for all students and the EL and Special Education subgroups. ● ***SPSA Goal 1*****:** English Language Arts: 3% growth in students attaining proficiency) ● ***SPSA Goal 2***: Mathematics: 3% growth in students attaining proficiency ● ***SPSA Goal 3***: Science (Earth/Space Science, Biology, Chemistry: 3% growth in students attaining proficiency	● ***2013-2014 Action Plan Goal:*** "expanding math and literacy skills for all students" ● ***2013-2014 Action Plan Goal:*** "[Use] assessments...to assist students in their acquisition of established learning goals" ● ***2013-2014 Action Plan Goal:*** "Improve collaboration time...for teachers to meet in...teams" ● ***2013-2014 Visiting Team Recommendation:*** "Update technology...to support instruction"
SPSA Goal 4: Increase in the number of students completing A-G Course requirements by 5% by the end of 2019-2020.	● ***2013-2014 Action Plan Goal:*** "Prepar[e] graduates for postsecondary endeavors ● ***2016-2017 Mid-Cycle Review Recommendation:*** "Implement … research-based strategies to ensure and increase rigor"
SPSA Goal 5: Promote and maintain a safe, orderly learning environment for students and staff by using the results of the School Climate Survey and decreasing suspensions by 2% by the end of 2019-2020.	● **2013-2014 Visiting Team Recommendation**: "Facility improvements for security and comfort."

The JBHS Single Plan for Student Achievement intentionally echoes the LCAP goals of our district. Goals were decided upon by an open committee of stakeholders, including administrators, teachers, staff members, and family members. The goals have impacted student learning by guiding the professional development focus during our pre-school days on "First-Best Instruction." In addition, the district-wide focus on these goals gives our entire community a singular instructional focus.

Section 1E: Growth Areas

Virtually all previous goals, critical needs, and recommendations remain relevant and in-progress on the JBHS campus, as documented by focus groups. .



CHAPTER 2:

STUDENT/COMMUNITY PROFILE, SUPPORTING DATA & FINDINGS



Section A: General Background and History

1. Community

a. **Brief description of the community served by the school**

John Burroughs High School (JBHS) is one of two comprehensive high schools in the Burbank Unified School District. John Burroughs opened as a junior high school in 1928, transitioning to become a high school in 1948. Located on a 17-acre site, JBHS borders residential neighborhoods and commercial business areas in the southeast San Fernando Valley. The city of Burbank, located 12 miles north of downtown Los Angeles, borders the cities of Glendale, North Hollywood, and Sun Valley. Burbank is regarded by many as a media capital due to resident industry giants including Disney, DreamWorks, Warner Brothers, Nickelodeon, and numerous post-production and production support companies.

The high school has a population of approximately 2,500 students in grades 9 through 12. A new principal Ms. Deborah Madrigal was hired in November 2014, who followed in the footsteps of Dr. John Paramo, who served as JBHS Principal from 2012-2014. The school employs over 100 faculty members, five administrators, and a support staff of over 50, which includes counselors, secretaries, nurses, instructional assistants, custodians, cafeteria workers, and campus supervisors.

Demographically, the JBHS student body embodies the rich diversity of the Los Angeles area. In recent years, over 40% of our students self-identify as Hispanic/Latino and almost 40% self-identify as White.

b. Family and community trends

In March 2020, the Burbank community failed to pass the ⅔ quota required to add a parcel tax for supplemental school funding. As a result, the district is faced with shortfalls in the millions of dollars per year. Cuts will be made in many areas, including personnel and programs, with implications that are sure to impact our school in significant ways over the course of the next WASC cycle.

c. Parent/community organizations

The JBHS community pairs with several parents and community organizations for a coordinated effort. These groups include the following:

- **Family Services Agency of Burbank**: BFS provides all staffing for our on-campus Care Center, an on-site therapeutic setting for students.
- **Parent-Teacher-Student Association (PTSA)**: The JBHS PTA meets monthly; among other efforts, they use annual dues to provide grants for teachers and scholarships to students.

- **English Language Advisory Committee (ELAC)**: The JBHS ELAC committee meets monthly to provide a space for families of English Learners to meet. Meetings often feature guest speakers. In addition to establishing a sense of community, these meetings offer a forum to address the rights of the student population.
- **Boosters**: Many sports and arts groups are assisted by Parent Booster groups who provide additional funding, fund-raising, and celebration for our student groups. Active sports boosters include Football Boosters, Baseball Boosters, and Water Polo Boosters. The Vocal Music Association (VMA), the Instrumental Music Association (IMA), and the Drama program also benefit from very active boosters organizations.

d. Community Foundation Programs

The **Burbank Arts & Education Foundation** is a nonprofit 501(c)(3) public charity established to support Burbank schools. The Burbank Education Foundation was created in 1982 specifically to raise money for the Burbank Unified School District (BUSD). In 2020, BEF merged with the Burbank Arts for All Foundation to create the new Burbank Arts and Education Foundation (BAEF). The organization now supplies grants to Burbank schools for STEM education, arts education, and health/wellness.

e. School/Business Relationships

JBHS benefits from proximity to major entertainment industry leaders.

- **Warner Brothers**: JBHS students annually compete for the Warner Brothers Reach Honorship scholarship, where students receive a four-year, paid summer internship. The program also involves a scholarship and mentorship. Additionally, Warner Brothers has given the school grants to improve the facilities and items for campus use, including various furniture items and office supplies.
- **Film LA**: Perhaps the most important relationship is that with Film LA, which results in thousands of dollars of supplemental funding per year. Filming commitments require that the JBHS community share the campus with various filming groups for shows including *American Housewife* and the reboot of *Saved by the Bell*. The money received from Film LA and additional donations given by the companies filming made it possible for the school to make improvements to the facility, additional professional development, field trips, and equipment.
- Members of the JBHS faculty participate in events with educators at Glendale Community College (GCC). Specifically, the Special Education department takes a field trip to GCC with students, many of whom will matriculate to this, the designated community college for our community. In addition, the English department is included in various professional development opportunities including workshops like “Moving Beyond the 5-Paragraph Essay.”

- The new Sports Medicine program has a partnership with our local hospital, Providence St. Joseph's to give students in the program access to professional trainers. These professionals work in concert with our student trainers to learn real-world skills.

2. Staff Description

Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services. Provide data on the gender and ethnicity of the staff.

	Hispanic	African American	Asian/ Filipinio/ Pacific Islander	White	Two or More Races	Total
Certificated Staff	13	4	5	86	1	109
Counselors						5
Psychologist						1
Classified Staff	22	1	0	0	1	24

Source: DataQuest 2018-2019

3. School purpose and ACS WASC accreditation history for school

a. Vision, Mission, and Schoolwide Learner Outcomes

In spring 2019, the JBHS Leadership Team drafted new vision and mission statements, the first update in approximately a decade. The statements are as follows:

The JBHS Vision Statement: All students will graduate with a post-secondary plan that enables them to be productive citizens who have a positive impact on their community.

This vision statement articulates what we hope to achieve over the course of the next few years. With lofty goals, like helping 100% of students to graduate, the statement also addresses the tools we hope our students gain while they are with us: a post-secondary plan and community engagement.
The JBHS Mission Statement: "JBHS uses a research-based approach to produce graduates who pursue academic excellence, who are college-and career-ready, and who make a positive impact in the community." The JBHS Mission Statement is designed to capture what we are currently doing to serve students.

During review, members of the Leadership Team commented that the new mission statement lends itself to a research-orientation. The statement speaks to the purpose of the school and more, by extending our focus beyond the four years when students are on our campus. The simple statement could be easily shared with stakeholders. The Mission Statement was approved by the faculty in the 19-20 school year.

Student Learner Outcomes: After ample discussion in 2013, various JBHS stakeholders voted and agreed on using "**Rigor, Relevance, and Relationships"** as the new School Wide Learner Outcomes. Over the past six years, we have satisfied our old SLOs in the following ways:

2013 Schoolwide Learner Outcomes		
Rigor	**Relevance**	**Relationships**
• Meaningful, relevant assignments and homework • High expectations for all students • Emphasis on problem solving • Writing Across the Curriculum • Real-world thinking and application	• Curriculum connection among the academic disciplines • Connection/relationship to the outside world, whether social, personal, or academic • Incorporate learning/experiences to broaden depth of knowledge • Apply academic knowledge to real-life situations	• Sense of community and school pride • Communication and respect among students, administrators, faculty, and staff • Cross-curricular support from all stakeholders • Instill a sense of belonging through clubs, sports, and activities on campus • Develop skills and knowledge to participate successfully within society's systems and cultures

Looking ahead, the JBHS community plans to repurpose words from our Mission statement to keep our priorities streamlined. For the six years ahead, we shift to the following 2021 Schoolwide Learner Outcomes (SLOs):

2021 JBHS Schoolwide Learner Outcomes	**JBHS Students...** ● Value achievement ● Prepare for post-secondary pursuits ● Participate in the community ● Demonstrate wellness

b. n/a

c. ACS WASC Accreditation History

After our last full WASC self-study in 2013, John Burroughs High School earned a six-year accreditation with a midterm review. (JBHS achieved the same result in the 2008 WASC review.) As described in Chapter 1, the JBHS team has made significant progress in continuing those elements commended by the visiting committee, and in addressing those elements for recommendation.

4. LCAP

Identified needs and description of goals, actions, and services that apply to the school:

a. Describe how the parents and community gave input to the process

The JBHS LCAP process is dictated by a District-Wide effort. The LCAP Committee is a voluntary organization, where all interested stakeholders are welcome to attend, in the same way that stakeholders may attend a School Board meeting. The process is led and managed by the Director of Secondary Education, and former JBHS Principal, Dr. John Paramo. The full report, along with videos (which were live streamed) of all meetings can be accessed here: https://www.burbankusd.org/cms/lib/CA50000426/Centricity/Domain/60/LCAP%202019-2020.pdf

BUSD LCAP Goal	JBHS Strategy to Address Goal
1. Improve student learning and achievement for targeted subgroups of students.	Hiring of an Intervention Specialist to support approx. 160 at-risk students
2. Improve student learning and achievement for all students.	Implementation of a consistent Academic Excellence (AE) period for extra work time or tutorials
3. Align all instruction and student learning to California State Standards.	Establishment of same-subject meetings in four core subject areas and PLC Culture
4. Increase access to arts and music education for Grades Pre K-12.	JBHS continues to offer award-winning music and art programs, including our nationally recognized Show Choir. New programs include Musical Theater and Digital Media Production.
5. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from preschool through adult education.	Partnership with the National Academy Foundation to equip students with career skills while in high school. Areas of focus include Engineering and Medical.
6. Develop and implement a comprehensive professional development plan for all employees.	2018-2019 training of the majority of staff in PLC structures.
7. Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff.	Opening of the new Staff Lounge for employees. Also, creation of Link Crew for freshmen orientation and transition support. Finally, schoolwide implementation of Tier I Positive Behavior Intervention Strategies (PBIS).
8. Provide all students access to technology in the classroom.	Chromebook carts in most English classes. Carts also shared by the Health, Social Science, and Science departments.
9. Develop new communication and collaborative strategies with parents, students, employees, and the community.	Hiring of a Communications Coordinator to manage/update the website, write text for the marquee, and publicize the JBHS App.

b. State the identified needs and goals taken from the district LCAP that apply to the school and the metrics that will measure progress and goals.

The LCAP goals are most pertinent in terms of performance of identified sub-groups of students. High priority student groups include socioeconomically disadvantaged students, English Learners, reclassified fluent English learners, foster youth, and special education students. In general, performance for each of these groups -- in English, math, graduation rates, and college-career readiness -- lags behind general performance for the student body.

Section B: School Program Data -- Description of Programs

1. General Education Program

Briefly describe the general education program of study that all students experience.

John Burroughs is a comprehensive, college-preparatory high school. The school is fully accredited by the Western Association of Schools and Colleges. It is a California Distinguished School and has been the winner of the Best of Burbank Public School several times.

Our school serves grades 9-12, scheduling classes in a two-semester system. Per district requirements (page 7), students must take the following year-long courses to meet graduation requirements:

- English: 4 courses
- Social Studies: 3 courses
- Mathematics: 2 courses (including Algebra I)
- Physical and Biological Sciences: 2 courses (1 in each branch)
- Practical Arts/CTE: 1 course
- Fine Arts: 1 course
- Health/Careers: 1 course
- Physical Education: 2 courses
- Electives: 7 courses

2.

3. Summary of Programs

Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable.

- Link Crew: a one-year Freshman orientation program. Upperclassmen can be involved in the program as mentors for the new students.
- JBHS Medical Academy: a four-year program designed for students to explore career options in the medical field. Students learn about medical issues that affect the world, while gaining hands-on experiences. Students apply for participation in this program.
- JBHS Engineering Academy: a four-year program designed to equip students with an understanding of function, design, problem-solving, and innovation. Students get hands-on experience with modeling and building, robotics, zSpace computers, and 3D printers. Students apply for participation in this program.
- Dual Enrollment: classes that are offered in concert with our local community colleges, LA Valley College and Glendale Community College. Through these courses students can earn high school and college credit simultaneously.
- CTE program: courses that provide students with the opportunity to investigate their interests and learn more about possible career choices. Subject areas include culinary arts, photography, cabinet making, digital applications, media production, and more.

4. Online Instruction/Programs

Address the types of online instruction and programs provided for the students. These will be evaluated as an integral part of the school's program using the ACS WASC/CDE criteria and indicators.

Since the previous WASC review, JBHS has changed its offerings of online programs. At one point, students could earn recovery credit for failed courses in the Social Studies and English departments; however, funding no longer exists for these courses. When audited/approved, students may take online summer school courses through Method Schools or APEX Learning. These offerings will be expanded in 2021 to accommodate those who wish to learn online during Distance Learning.

5. Support Programs

a. English Learners

	2017-2018	2018-2019	2019-2020
# of English Learners	79	86	82

Source: DataQuest Enrollment by Subgroup

Our English Language Development (ELD) courses provide level 1 through level 4 of direct daily instruction that focuses on English language acquisition; speaking and listening, reading and writing. There are approximately 90 students in the program. A level 5 ELD state mandated tutorial is also provided for the (approx.) 30 students who are Long Term English Language Development students (LTELs).

The ELD program monitors students for 5 years, or until graduation after reaching a level 5.

Staff who support the ELD student population include an ELD coordinator, two teachers, an Assistant Principal, and a representative of the Intercultural Office. The EL team participates in weekly meetings to review student performance and determine which students need extra and/or individualized support. Unsurprisingly, these students have faced extra struggles during Distance Learning.

They monitor progress in the following ways:

- Comparing year-to-year grades per student
- Reviewing ELPAC scores for growth
- LTEL students meet twice each year with a counselor and parent
- Data-quest reports, which show data for our students, compared with those of Los Angeles county and California

b. Low-income/socio-economically disadvantaged students
c. Foster Youth
d. Homeless Education

	2017-2018	2018-2019	2019-2020
Socioeconomically Disadvantaged	771	830	790
Foster Youth	0	2	1
Homeless students	18	19	12

Source: DataQuest Enrollment by Subgroup

Burbank Unified does not accept Title I funds. A district decision pushes all such funds to our K-8 schools.

Even so, there are targeted efforts to support our low-income and socio-economically disadvantaged students. Students in this subgroup are often

served by our new Intervention Specialist, who offers attention to a group of 160 students. These students are also offered support at the time of course registration. At this time, they are also assessed for homelessness (and offered free transportation to school). Since we have a very small population of students in foster care, these individuals receive more frequent check-ins from the Intervention Specialist.

6. Special Learning Needs

Describe programs and services available for students designated with special learning needs.

	2017-2018	2018-2019	2019-2020
Students with Disabilities	293	313	310

Source: DataQuest Enrollment by Subgroup

As compatible with district policies, JBHS offers varied programs for students in Special Education, from full inclusion to special academic supports. Most students in our program receive instruction in a general education class with collaborative support by an additional teacher/aide OR a separate special education class within our comprehensive, general education campus. In addition, some students receive extra support, including special programming for students with autism. The diverse range of courses offered to our students is visible on the master schedule.

Section C: Schoolwide Learner Outcomes/Graduate Profile

Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes.

The JBHS staff ensures the **rigor** of our curriculum by constantly innovating our offerings. Our AP enrollment has been steady, even growing in some years, while our pass rates have been steadily climbing. Similarly the percentage of students completing their A-G coursework has increased.

Our recent efforts to update materials and remain informed of current research enhance the **relevance** of the JBHS curriculum. These include a revision of reading lists, along with adoption of new technology (chromebook carts, 21st Century Classrooms) and textbooks.



The implementation of several new programs allows the JBHS community to foster the development of healthy **relationships** on campus. These include…

- Link Crew (above), where upperclassmen are paired with a group of freshmen students at the start of high school. All freshmen are engaged in this program.
- Academic Mentors, upperclassmen are trained to support their peers in academic classes. This program has helped us move towards a culture of service.
- Tutorial Mentors, upperclassmen earn service learning hours by supporting struggling students during the Academic Excellence period.
- College Peer Mentors, a new program where seniors conference with other seniors about post-secondary plans, thus reducing the intimidation factor. They have also produced a series of helpful podcasts.
- Care Center, where students in need of formal support can find it on campus, during the school day

Section D: Demographic Data

Comment on findings, including trends or patterns for the data areas.

1. Socioeconomic status of the school according to the district data collections

b. Percent of eligible Free and Reduced Lunch students

	2017-2018	2018-2019	2019-2020
# of JBHS Students with Free/Reduced Lunch	853	805	766
Percent of Total Enrollment	27%	31	31%

Source: DataQuest Free and Reduced Price Meal Summary

2. Student Enrollment

a. Grade level

	2017-2018	2018-2019	2019-2020
Grade 9	*681*	*685*	*619*
Grade 10	*642*	*664*	*669*
Grade 11	*630*	*598*	*623*
Grade 12	*629*	*584*	*552*
Total	***2582***	***2531***	***2463***

Source: DataQuest Enrollment by Ethnicity and Grade

c. Ethnicity

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020	
	Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*	*Count*	*Percent*
African American	*77*	*3%*	*83*	*3.2%*	*84*	*3.3%*	*80*	
American Indian or Alaska Native	*2*	*0.1%*	*4*	*0.2%*	*5*	*0.2%*	*7*	
Asian	*129*	*5%*	*130*	*5%*	*124*	*4.9%*	*123*	
Filipino	*121*	*4.7%*	*123*	*4.8%*	*118*	*4.7%*	*111*	
Hispanic or Latino	*1183*	*45.5%*	*1177*	*45.6%*	*1138*	*45%*	*1118*	
Pacific Islander	*1*	*0.0%*	*3*	*0.1%*	*5*	*0.2%*	*4*	
White	*988*	*38%*	*941*	*36.4%*	*945*	*37.3%*	*905*	
Two or More Races	*67*	*2.6%*	*81*	*3.1%*	*80*	*3.2%*	*94*	
Not Reported	*32*	*1.2%*	*40*	*1.5%*	*32*	*1.3%*	*21*	

d. Predominate primary languages other than English (e.g., Spanish, Hmong)

Home Language	2017-2018	2018-2019	2019-2020
Spanish	***54***	***62***	***61***

Armenian	***5***	***7***	***5***
Filipino	***5***	***4***	***1***
Other Languages (Vietnamese, Arabic, French, Russian, Thai, Greek, Filipino, Portuguese, Mandarin, Japanese)	***9***	***13***	***15***

Source: DataQuest English Learner Students by Language/Grade

e. Title I:

Though John Burroughs High School qualifies for Title I funds, a district practice pushes all associated funds to K-8 schools. As a result, no income at our school site results from Title I funds.

f. Special needs and other focused programs (e.g., online instruction, college- and career-readiness, IB, AP, Honors, AVID, GATE).

Special Need	2017-2018	2018-2019	2019-2020
AP Enrollment	***605***	***577***	***577***
A-G Completion	***337/620 (54.4%)***	***323/584 (55.3%)***	***310/545 (56.9%)***

Sources: AP Five-Year Score Summary and DataQuest Four Year Adjusted Cohort Graduation Rate

3. Language Proficiency Numbers:

	2017-2018	2018-2019	2019-2020
John Burroughs High School	EL: 73 (2%) FEP: 765 (29%) R-FEP: 8 (13%)	EL: 86 (3%) FEP: 690 (27%) R-FEP: 2 (2%)	EL: 83 (3 %) FEP: 685 (27%) R-FEP: 8 (9%)

Burbank Unified District Total	EL: 10% FEP: 26% R-FEP: 18%	EL: 10% FEP: 26% R-FEP: 18%	EL: 10% FEP: 25% R-FEP: 15%
Los Angeles County Total	EL: 20% FEP: 28% R-FEP: 16%	EL: 18% FEP: 29% R-FEP: 17%	EL: 18% FEP: 29% R-FEP: 15%
California State Total	EL: 20% FEP: 22% R-FEP: 14%	EL: 19% FEP: 22% R-FEP: 13%	EL: 18% FEP: 22% R-FEP: 13%

Source: DataQuest Annual Reclassification (RFEP) Counts and Rates

Section E: Data on Addressing the Eight State Priorities

Provide information from the LCFF California School Dashboard state and local indicators. Also include any additional local indicators the district uses for any of the state priorities.

1. **1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)**

	Baccalaureate Degree	Baccalaureate Degree + 30	Master's Degree	Master's Degree + 30	Doctorate
JBHS	18	56	15	17	3

Source: DataQuest Staff Education Report 2018-2019

JBHS teachers are fully credentialed and qualified to teach at the secondary level. The majority of our faculty possesses education beyond the Baccalaureate degree.

While some teachers work outside their credentialed area, this occurs rarely and, in most cases, with a single class in a teacher's assignment. For example, some of our credentialed teachers also coach a sport, so they technically also "teach" a course for PE credit. Currently, JBHS is going through an audit with the CTC to ensure that assignments are in compliance with state and local mandates.

a. ***Pupils have access to standards-aligned instructional materials***
Comment on the process that your district has used to verify the use of standards-aligned materials. Include the resolution that your Board of Trustees has adopted to verify the use of standards-aligned materials.

The teachers at JBHS use textbooks that are consistent with district policy and on approved state lists. The textbook adoption process, completed recently in the English and Math departments, includes piloting use of the book and collection of feedback from teachers and families, followed by ample training.

b. School facilities are maintained in good repair — description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a–g course requirements for laboratory time, chemical storage, and facilities.

JBHS ensures that facilities are in good repair through a Work Order system. A new program, called Fresh Source, allows work orders to be followed and analyzed for timeliness and completion. In 2018-2019, 329 work orders were completed; in 2019-2020, there were 372.

Cleanliness took on new meaning in the Covid-era. In response, extra cleaning schedules have been added. Currently, we employ three (3) day-time custodians and six (6) night-time custodians. In addition, there has been extra signage.

JBHS's chemical storerooms are maintained by the science department and inspected by the fire department. Chemicals are stored based on MSDS and Flinn guidelines. With regard to science facilities, JBHS courses offer…

- 1 laboratory experiment per week
- 2 new acid/organic storage cabinets
- 1 storage room to hold all inorganic chemicals
- 3 chemical storerooms
- Teachers, who are informed on how to use secondary containers

2. LCFF Priority 2 – Implementation of Academic Standards

For a standards-based curriculum, teachers have a strong foundation in the materials/textbooks available for use. We have made extra strides to align curriculum to standards through the selection of Promise Standards in key academic disciplines. In addition, PLC meetings are being used to develop formative assessments, which compliment the district-mandated common summative assessments (one per course, per semester).

3. LCFF Priority 3 – Parent Engagement

To ensure parent engagement, JBHS offers several opportunities for parents to get involved. These include the following organizations:
PTSA: a voluntary organization of family members, students, teachers, and administrators that meets monthly

School Site Council: an elected group of teachers, students, classified employees, and family members who meet monthly
ELAC: a group designed to support English Learners and their families, which meets several times each semester
Various Task Forces: groups of teachers, administrators, and interested stake-holders meet once per semester in all curricular areas

On our own site, the efforts to implement the new AE program required frequent communication and outreach with families.

4. **LCFF Priority 4 – Performance on Standardized Tests**
    - The results of the CAASPP Assessment have shown improved performance in each of the past three years. Student performance is designated "green" for English and "yellow" for math.
    - College and Career Readiness is a strong point for JBHS, with a designation of "blue" on the CA Dashboard.
    - GPA data is reviewed, often in comparison with our sister high school Burbank High. This analysis has taken on special significance during Distance Learning, as we are able to see dramatic shifts -- for both better and worse -- in overall student performance.
    - AP Pass Rates: Student performance has been rising, with pass rates in the 70th percentiles over the past five years.
    - These patterns of success have been disrupted by Distance Learning, as the number of students failing courses has tripled in the 2020-2021 school year (in comparison to 2019-2020).
    - The JBHS EL test data shows that most of our EL students score in the higher ranges on the ELPAC assessment. When compared to the district, county, and state, our school generally has lower rates of ELs participating in the program for more than 4 years.

ELPAC Scores	Level 1	Level 2	Level 3	Level 4
JBHS	14%	18%	32%	34%
LA Co.	16%	29%	37%	16%
CA	15^	30%	37%	16%

Source: 2018-2019 ELPAC Test Results at a Glance

EL Duration	EL 0-3 years	EL 4-5 years	EL 6+ years	RFEP	Total
JBHS	26 (5.7%)	9 (2%)	46 (10%)	371 (81%)	453

Burbank USD	25%	9%	6%	58%	
LA County	23%	7%	12%	55%	
California	25%	9%	16%	49%	

Source: DataQuest Ever-ELs by Years as ELl and RFEP Status 2019-2020

5. LCFF Priority 5 – Pupil Engagement

	2019 Graduation Rate
JBHS	97.4%
State	85.9%

Source: CA Dashboard

Among the greatest strengths of JBHS, and Burbank Unified in general, is the rate of pupil engagement. JBHS is proud of its graduation rate, over 97%. This places our school in the highest "blue" category on the CA Dashboard.

	Chronic Absenteeism Rate
JBHS	9.7%
Burbank USD	8.6%
LA Co.	13.8%
CA	12.1%

Source: DataQuest Chronic Absenteeism Rate

Chronic absenteeism rates are low at John Burroughs. Even during distance learning, the percentage of unengaged students remains low, with rates well below those of the surrounding county and state. Rates remain low since students with attendance issues are often required to participate in an Attendance Study Team (AST) meeting, with school administrators and district leaders.

6. LCFF Priority 6 – School Climate

Suspension by Ethnicity	Total Enrollment	Total Suspensions	Suspension Rate
African American	88	6	3.4%
Asian	127	1	.8%
Filipino	120	0	0%
Hispanic or Latino	1187	65	4.7%
White	963	32	2.5%
Two or More Races	86	4	4.7%
Total JBHS	2613	109	3.4%
Total BUSD	15,689	606	2.7%
Total LA Co.	1,295,622	41,589	2.0%
Total CA	6,329,883	354,516	3.5%

Source: DataQuest 2018-2019 Suspension Rate

Expulsion by Ethnicity	Total Enrollment	Total Expulsions	Expulsion Rate
African American	88	0	0%
Asian	127	0	0%
Filipino	120	0	0%
Hispanic or Latino	1187	1	.08%
White	963	0	0%
Two or More Races	86	0	0%
Total JBHS	2613	1	.04%
Total BUSD	15,689	1	.01%
Total LA Co.	1,518,501	481	.03%
Total CA	6,329,883	5236	.08%

Source DataQuest 2018-2019 Expulsion Rate

JBHS is rated in the "orange" category for suspensions on the CA Dashboard. Rates of suspension have fallen dramatically in the past year, with the adoption of PBIS and implementation of restorative justice programs.

The JBHS student body is very engaged in extracurricular activities. Participation in key programs is as follows:

Student Participation Rates	2018-2019	2019-2020	2020-2021
VMA	203	201	192
IMA	177	194	171
Drama	123	147	146
Athletics	586	603	597
ASB	42	42	44
Cheer	30	36	40
Dance	195	370	485
Link Crew	125	125	125

Source: 5 Star Data Collection

7. LCFF Priority 7 – Access to a Broad Course of Study

Post-Secondary Pursuits	H.S. Complete	Enrolled in College	College-Going Rate	Enrolled: In-State College	Enrolled: Out-of-State College	No Record of College Enrollment
JBHS	609	425	69%	61%	8.7%	30.2%
BUSD	1308	880	67%	60%	7%	32.7%
LA Co.	105,481	65,285	61%	56%	5%	38%
CA	439,211	282,740	64%	57%	6%	35%

Source: DataQuest 2017-2018 College-Going Rate

The post-secondary pursuits of our students stand as a testament to the quality and accessibility of the JBHS curriculum. Our community is proud to have a college-going rate that exceeds that of our district, county, and state. Approximately 69% of graduates pursue post-secondary education.

College and Career Readiness is a strength for John Burroughs High School. All groups monitored by the CA Dashboard rank high -- in either green or blue designations -- in this indicator of performance. Even with such strong performance, our school improved its performance in this area by over 7% in the 2019-2020 school year.

Our A-G completion rates have been steadily increasing in recent years, with rates in the 50th percentile. Factors leading to this improvement include a new World Language and several new A-G-approved courses (Yearbook, ASL, Digital Media, Engineering, among others).

8. LCFF Priority 8 – Other Pupil Outcomes

Most departments on the JBHS campus receive a budget of $1500-$2000. Purchases are approved by the department chairs and the principal. In the 2020-2021 school year, all budgets were reduced by 20% due to budget cuts.

Summary of Profile

Prepare a draft summary of what these data sources tell about student achievement and the school community for discussion by all stakeholders— Task 2, procedures #3 and #4.

1. What are the implications of the data with respect to student performance?
    a. Improve math
    b. Continue improvement of A-G completion rate
    c. Support ELs
    d. Respond to budget changes
2. Select two to three major preliminary student learner needs based on the data.
    a. Reducing number of Ds and Fs, especially in math
    b. Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion
    c. Focusing on student well-being, including but not limited to mental health
3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.
    a. How will the new AE program improve student performance?
    b. How do we support students in Algebra I?
    c. How do we balance access to the Care Center with an expectation for attendance during class time?
    d. How do we provide similar services in a climate of budget cuts?
    e. How do we effectively support our small, varied EL population?
    f. How do we effectively support students who are socio-economically disadvantaged, including those who are homeless?



CHAPTER 3, CATEGORY A:

ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF & RESOURCES



Focus Group Leader:
Zare Manoukian, math teacher

Focus Group Members:
Deborah Madrigal, administrator
Lisa Chung, counselor
Ed Frankenbush
Jamey DeKay
Jan Hacker
Joanne Yao
Jodi Levy
JuanCarlos Reyes
Julie Knoop
Pamela Zimny
Robyn Russon

A1. Vision and Purpose Criterion
The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile
*A1.1. Indicator: The school has established a clear, coherent **vision and mission** (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.*
A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Findings	Evidence
With the introduction of a new principal within the past six years, many aspects of the JBHS community have been refined to suit her new vision. The majority of these updates happen in bi-yearly Leadership Team retreats. The mission and vision statements were proposed in April 2019 to our faculty. Our mission and vision statements were drafted by the Leadership Team, and later ratified by a vote of the full faculty. They reflect our collective belief that all students can gain the skills and knowledge necessary to be successful in further post-secondary education, career or military pursuits. The 2019 implementation of our Academic Excellence, i.e. intervention, program required buy-in of all stakeholders in the community, and has helped shape and re-focus our attention to our mission and vision for all of our students. Every day, we strive to help D/F students manage current	• April 2019 Vision statement: All students will graduate with a post-secondary plan that enables them to be productive citizens who have a positive impact on their community. • April 2019 Mission Statement: JBHS uses a research-based approach to produce graduates who pursue academic excellence, who are college and career ready, and who make a positive impact in the community. • Classroom Guidelines • PBIS Matrix • PBIS Distance Learning Matrix

academic requirements with an awareness of the need to prepare for future endeavors. Finally, with district-wide implementation of PBIS strategies, our school has developed matrices to guide student behavior in classrooms, common areas, and even the distance learning environment.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes
A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic ***refinement of the vision, mission, and schoolwide learner outcomes.***
A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Evidence
The previous JBHS vision and mission statements were over a decade old; the updates in Spring 2019 helped our faculty re-focus on our current priorities. During our monthly meetings faculty and staff were asked for input on the vision and mission of JBHS. Parents were asked for their input during our monthly PTSA meetings. A discussion about what the JBHS vision/mission statements should include occurred at the spring Leadership Team retreat. A subcommittee was formed and they developed a draft of the vision/mission statements that included feedback gathered from all stakeholder groups. The Leadership Team reviewed the draft and made modifications until the entire team agreed with the proposed vision/mission statements. The proposed vision/mission statements were presented to the school community for	• Leadership Team retreat Agenda

discussion and review during faculty/staff, PTSA, and district meetings. The statements were ratified in the Fall 2019 vote by the faculty. They include elements and language that reflect our current efforts (i.e. post-secondary success with academies, mental health with our care center). An effort was also made to make the statements measurable, so they could be analyzed annually. They reflect our school's focus on our students' academic, personal and mental health, in both their time at JBHS and in their post-secondary endeavors. While the statements are new, they will be revisited at our annual Leadership Retreats to ensure reflection of our primary objectives.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP
A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate ***understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.***
A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	**Evidence**
The school's mission and vision statements are communicated to parents through annual meetings, events, campus publications including the website and the mobile app. Teachers use their course guidelines to communicate the ways in which the SLOs connect to their courses. Our PBIS team has developed matrices that are posted in classrooms all over campus that focus students on behaviors - academic, personal and social - that contribute to our mission as a school.	• School Website • Course Guidelines • PBIS matrix

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

*A2.1. Indicator: The school **community understands the governing authority's role**, including how stakeholders can be involved.*
A2.1. Prompt: To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance.

Findings	Evidence

Members of the school's community participate in the governing authority's meetings of the Board of Education and provide input to their democratically elected representatives. This includes professionals within the district who regularly receive guidance from the Board of Education in meetings at the district and through attendance at the board's Town Hall meetings. JBHS teachers, staff and families understand this essential relationship.
 	
At the core of its functioning, John Burroughs High School has a budget that, like all the school budgets in the district, develops through LCAP meetings open to the Burbank community. This process identifies major goals required by legislation, as well as those developed by school board and community input, including input from the families of our English Language Learners. As part of the LCAP process, administrators report back with data to the Board and the community at large on the success of its initiatives.
 	
JBHS provides the governing board with a Single Schoolwide Action Plan that the Board
	• School Board Agendas/Minutes
	  ○ 10/15/2020
	• LCAP Meetings
	• Mandatory Trainings
	  ○ Anti Harassment Training
	• PBIS policies and procedures at JBHS
	• PBIS informational presentation

approves, per goals identified through the LCAP process. Moreover, the school provides information and data to help create the district's Local Educational Agency (LEA) Plan, as described on the district's website. Parents, community members, staff, and some students understand that the school's Site Council is an extension of the governing board's authority and that through peer-elections they can join this smaller group accountable to the School Board. The Site Council works with the principal to develop, review, and evaluate school improvement programs and budgets that fall outside the larger LCAP process and funds. The governing board, per CA Ed Code, moreover ensures that the school, as well as all schools throughout the district, participate in mandatory trainings on child abuse and neglect, and bullying. Furthermore, JBHS is fulfilling the district's initiative to provide more Positive Behavioral Interventions and Support (PBIS) across the campus to cultivate a safer, more responsible and more positive school community.	

Relationship between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the ***relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.***

A2.2. Prompt: Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.

Findings	Evidence
The vision and mission of John Burroughs High School are consistent with, and supported by, board and district policies. Members of the administrative team convey the district's and school's policies thus	• JBHS courses • JBHS "Academic Excellence" period • Department Chair Meetings Agendas • District-wide Task Force Agendas • ELAC Meeting Agendas

ensuring compliance. The Principal meets regularly with the district staff at meetings, including the Secondary Principals' Meeting, to present school policies, including the Single Schoolwide Action Plan. The Principal also communicates the school's needs to the district that in turn communicates them to the Board. The Principal uses the monthly Department Chair meeting to communicate such policies to campus instructional leaders. District task forces exist for many subject areas (English, Math, etc.) and school issues (Safety, Technology, Discipline, and more). These meetings occur once per semester, and allow participation of any school or community members in the decision-making process, from administrators to teachers to parents. Department heads must attend task force meetings; other department members can also attend, or they can communicate concerns through this elected representative. The school's English Language Advisory Council (ELAC) holds four family meetings per year. At these meetings, parents provide input to ensure proper implementation of the district's program. In the past, the purpose was primarily social, but the group now focuses on supporting students, referencing by-laws, and developing recommendations to serve this population. The district, in turn, holds District Language Advisory Council (DLAC) meetings after the ELAC meetings. Representatives from JBHS and other district schools attend these meetings.	○ ELAC

Uniform Complaint Procedures

*A2.3. Indicator: The school leadership understands and utilizes the **Uniform Complaint Procedures** from the district.*

A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).

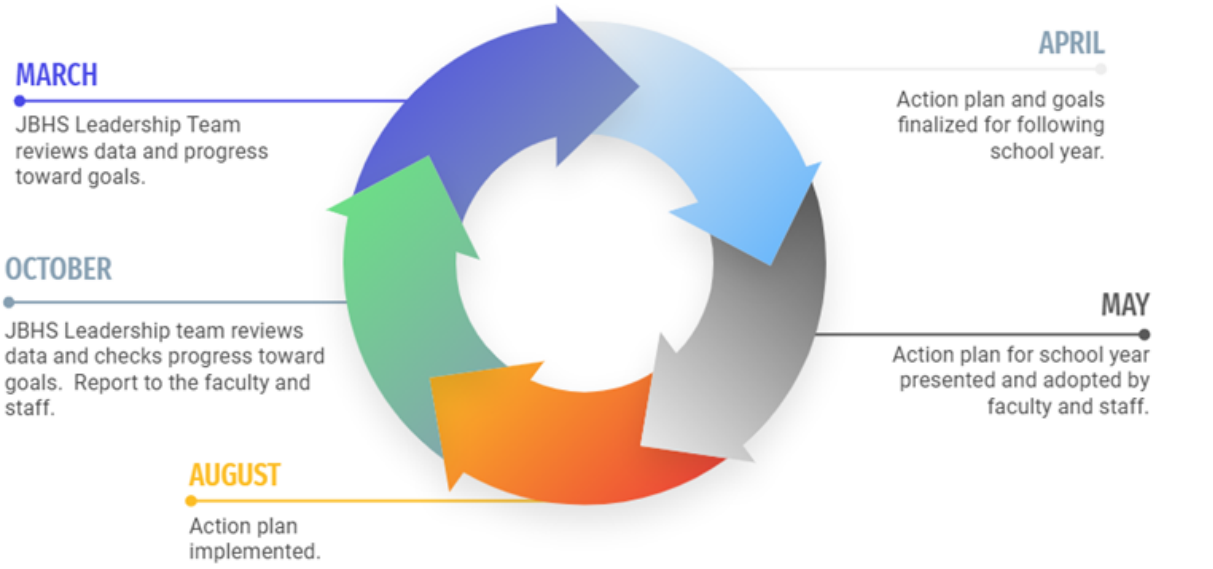
Findings	Evidence
School administrators review with staff and faculty during pre-service days the Uniform Complaint Procedures, giving copies of the procedures for posting in classrooms and around the school. JBHS is compliant with the Williams Act per Board code and CA law with specific Board complaint procedures outlined on the district's website.	• Williams Uniform Complaint Rights posted around campus • Uniform Complaint Procedures on website

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

*A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous **improvement cycle** that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.*

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.



Findings	Evidence
Within the last six years, JBHS has developed a continuous improvement cycle. Starting in 2017, the JBHS faculty followed the following cycle to foster continuous improvement within our site. This process allows for the review of school goals and action plans at multiple points during the year and gives the community opportunities to provide feedback and input, which fosters commitment of our stakeholders. As a result of this process, JBHS was able to refine our Professional Development program, with improved focus and simplicity. In addition, we have been able to implement Academic Excellence, our comprehensive intervention program, starting in 2019. After several years of meetings, study, and discussion, JBHS has implemented an Intervention period titled Academic	• Leadership Team presentation Spring 2020 • Meeting agendas where new AE bell schedule was discussed (PLC) • AE Informational Presentation for the community • Intervention Schedule • AE Facts

Excellence (AE). AE provides 25 minutes of time, three days a week, for struggling students to work on material from their course. The target students of AE are students with Ds or Fs in their classes. Students who have a D or F in a course at the end of a grading period are assigned to a specific tutorial period during AE. This program, which is closely connected to the newly established schedule of PLC meetings, exemplifies our continuous improvement cycle. Our work is driven by the four PLC questions: 1. What do we want students to know? 2. How will we determine that they know it? 3. What do we do when they don't learn it? 4. What do we do when they already know it? The JBHS PLC process began with looking at data from our students. We explored attendance data, failure rates, and more. It was immediately clear that we needed to reduce the number of failing grades on campus, especially in English and Math courses. With the goal in mind to reduce the number of failing grades on campus, PLC teams are currently defining Promise Standards for each course; some disciplines have moved to the next step by creating tutorials for struggling students. Our faculty is in the process of monitoring data from the AE Intervention program to determine its effectiveness. At present, enrollment in mandatory tutorial classes is stable, with approximately 1,000 students assigned to a class.	

Given its new status, the AE program is in a mode of continuous improvement. Teachers are invited to join admin to tour campus during AE, so they can gain a broader perspective. Students have also participated in a survey about the value of the AE period. In this survey, students provided feedback about the ways in which they have used this extra 25-minute period.	

School Action Plan Correlated to Student Learning

*A3.2. Indicator: The school's **action plan** is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.*

A3.2. Prompt: How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?

Findings	Evidence
While our schoolwide action plan and the BUSD LCAP goals were developed independently, there is significant correlation between the two. Our action plan established a need for common assessments across subject areas, a need then echoed by the need to improve student learning and achievement for all students (LCAP goal 1). The JBHS faculty chose to prioritize professional development as a 2013-2014 WASC Goal; this correlates with LCAP goal 6, which seeks development and implementation of "a comprehensive professional development plan for all employees." Increased collaboration time for teachers, WASC Goal #3, is reinforced with LCAP goal 7,	• LCAP

for a positive and inclusive environment for staff. Finally, we established a need to prepare graduates for varied post-secondary endeavors. This priority is bolstered by LCAP goal #5, to "expand programs to prepare students for college, post-secondary education, training, and/or workplace."	

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate ***shared decision-making, responsibility, and self-reflection*** *on actions and accountability for implementing practices, programs, actions, and services that support student learning.*

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings	Evidence
Within the past WASC cycle, JBHS has created several new student-support positions, who hold responsibility and participate in shared decision-making. These include the Communications Coordinator, the Intervention Specialist, the AE Coordinator, and the Communications Coordinator. In addition, we formalized the continuous school improvement planning process with the creation of a Leadership Team, a group of representatives from each subject area, as well as other campus instructional leaders. The Leadership Team determines the schedule of professional development meetings. In the past, this early release meeting release time has been used to explore Common Core Standards, as well as other instructional concepts like Visual Thinking Strategies, Text	• Members of Leadership Team • Leadership team agenda • PLC Meeting Agenda • Early Release Schedule

Dependent Questions, Close Reading, and Essential Questions. Most recently, the Leadership Team planned that the professional development time would be dedicated to Professional Learning Communities (PLC). Teachers meet regularly in grade-level, subject-specific teams to discuss student needs, common assessments, assessment data, and more. These consistent meetings allow ample time for decision-making and reflection on current practices. In addition, the English, math, science and social studies teachers have been participating once a month in "same-subject Meetings," where they meet with their PLC teams to spend additional time working to address the PLC questions. Many staff members have taken on new leadership positions such as the implementation of our new Intervention program and advisor to the Link Crew, cultivating a communal closeness between the staff and students while providing more opportunities for teachers to grow beyond the classrooms themselves. Finally, our pre-school days, developed by the Leadership Team, have also evolved to encourage the active engagement of our faculty. Whereas previous years were marked with outside speakers and lengthy presentations, the 2019 school year began with teachers guiding peers through the district goals. These included "First-Best Instruction" and the use of essential questions.	

Internal Communication and Planning

A3.4. Indicator: The school has effective existing ***structures for internal communication, planning, and resolving differences.***

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Evidence
The school holds frequent meetings where staff communicates in person with each other and administrators. Examples of these meetings include PLC Monday early release time, PLC same-subject meetings, and faculty meetings. The Leadership Team determined that the professional development time would be dedicated to Professional Learning Communities (PLC). Teachers meet regularly in grade-level, subject-specific teams to discuss student needs, common assessments, assessment data, and more. These consistent meetings allow ample time for decision-making and reflection on current practices. At these meetings there are opportunities to resolve differences between all stakeholders. A frequently used protocol to discuss issues is "What's working, What's not working?" Participants get the opportunity to point out strengths and areas of growth and all are asked to provide feedback. Faculty members can also bring any issues to their Department Chair, who has a monthly meeting with administration. Finally, JBHS has a Faculty Chair, who shares anonymous faculty concerns directly with the Principal. The staff of John Burroughs also relies on BTA processes for conflict resolution. This process requires that teachers speak to their	• Sunday Email • Career Center Newsletter • Remind App • JBHS App • JBHS Counseling Twitter • BTA Contract • List of BTA Site Reps

colleagues first. Department chairs serve as an additional layer of support in the event of conflict. These two steps are taken first before the staff seeks help from administration. BTA representatives meet regularly with administration to resolve issues when they come up. Information is also relayed through the Principal's weekly newsletter, emailed every Sunday night with information about campus events. Other groups distribute newsletters, including the Career Center. The 2018-2019 school year marked the launch of our own JBHS App, where students, families, and others can find important information about attendance, policies, and campus events. Together with assistance from the District Office, JBHS launched an updated website. Our new Communications Officer helps maintain information on the App and website. The JBHS Counseling Department maintains an active Twitter account to provide students with important information about college application deadlines and FAFSA tips. In the case of an emergency, the school utilizes the Remind messaging system which immediately notifies all staff, via text messaging, of a situation that is happening on campus.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

*A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on **staff background, training, and preparation**. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.*
A4.1. Prompt: Evaluate the effectiveness of district and school procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities. Evaluate the effectiveness of the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.

Findings	Evidence
JBHS employs only credentialed teachers, counselors, and administrators. The master schedule of course offerings is developed by department chairs, and then approved by the Assistant Principal of Instruction. This process ensures attention to teacher qualification preference . Teachers are typically given the freedom to request a preferred schedule. Tentative schedules are distributed in May, providing time for those teachers who will be teaching a new course to prepare. Department chairs are included in the process of hiring new teachers to ensure that each new member of the staff has the background needed to teach, provide appropriate counseling, and/or leadership. New members of the JBHS staff are provided with training to support them as they begin their new jobs. All new teachers are required to clear their credentials. Many do so through the district's successful Induction Program (previously called BTSA). Through this process veteran JBHS teachers are often the onsite Mentor Teachers. All new counselors are required to receive training in Aeries and BUSD/JBHS policy. Counselors are assigned to	• Master Schedule • English Department Preference Survey • BUSD Induction Program • Counselor Trainings • Mandatory Trainings

another counselor partner and one administrator to work with every year. Per district requirement, all adults who work with students in an official capacity must complete online coursework on mandatory reporting procedures, suicide prevention, and bullying prevention. These courses can be taken individually and at a teacher's own pace.	

Professional Development and Learning

*A4.2. Indicator: The school effectively supports **professional development/learning** with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.*

A4.2. Prompt: Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.

Findings	Evidence
JBHS embraces an innovative approach to Professional Development. While many efforts have been made since the last WASC cycle to institute more time for collaboration, the effort has become more purposeful with the creation of the Leadership Team and the implementation of PLC meeting time on Mondays and PLC same-subject meetings on Tuesdays. PLC meetings offer teachers the opportunity to reflect on what students need to know, how they will be assessed, and what support is needed for struggling learners. Most meetings begin with the reading of our JBHS norms and conclude with setting of an agenda for the following meeting.	• Early Release Schedule

Same-subject Tuesday meetings, attended by teachers in English, math, social studies, and science departments allow for more time to study student work and performance.	

Measurable Effect of Professional Development on Student Learning

*A4.3. Indicator: There are effective processes in place to **assess the measurable effect of professional development** on teacher practice and the impact it has on student performance.*

A4.3. Prompt: Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.

Findings	Evidence
The impact that these professional developments have on student performance is displayed through a common assessment of "Promise Standard." The data is analyzed and teaching practices are shared and applied in the classroom. Math, Science and Social Studies departments are already implementing Promise Standard assessments, our other departments are at varying stages in the process of defining Promise Standards or developing the assessment. The departments that have fully developed Promise Standards and assessments have been able to determine student achievement more effectively and frequently than they had before the development of PLC's/same-subject groups. This has led to development of academic interventions that are more targeted and focused. Departments that have just begun this process will need more time and professional development to positively impact student achievement. Every five weeks, our Academic Excellence Coordinator reviews D/F lists from progress reports to see if there is an increase or	● Geometry Promise Standard ● English Promise Standard ● Common Assessments ○ PE ○ History-Summative ○ History-Formative ○ Algebra-Summative ● Distance Learning GPA data ● Distance Learning Grades: 10-week

decrease in failures. This information is then reported to the faculty and administrators. While there is room to better quantify the effectiveness of our AE period, we are in the initial phases of data collection. Already, we notice that failures are stable, rather than increasing. This practice has continued in Distance Learning, with analysis of how grades have shifted during the pandemic. A major takeaway: Grades are more extreme, with both more As and Fs across all grades and courses.	

Supervision and Evaluation

*A4.4. Indicator: The school implements **effective supervision and evaluation procedures** in order to promote professional growth of staff.*

A4.4. Prompt: How effective are the school's supervision and evaluation procedures?

Findings	Evidence
The JBHS administration relies on a process of supervision and evaluation determined by the district office, and agreed upon by the Burbank Teachers' Association. In the first decade of teaching, instructors are evaluated every other year. The process begins with a meeting to set a date for observation(s). The administrator then writes feedback, which is discussed at a meeting following the observation. The teacher can then sign to agree to the evaluation form or take formal measures to challenge it. Coaches present a unique challenge in terms of supervision and evaluation, as many of them are "walk-on" coaches. The Assistant Principal of Athletics and Activities schedules	• BUSD teacher evaluation form • Coaching handbook

a meeting upon hire to discuss required policies and secure signatures indicating agreement. Because coaches work all over campus (and often off campus), communication with families is helpful in identifying issues facing our coaches and sports teams.	

Communication and Understanding of School Policies and Procedures
A4.5. Indicator: The school implements a clear system to communicate **administrator and faculty written policies, procedures, and handbooks** that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	**Evidence**
In past years, JBHS faculty and staff members could look to two documents for guidance about policies and procedures. Our Burbank Teachers' Association Contract specifies policies about attendance and other professional responsibilities. In addition, the district has provided an annual employee handbook, posted to the district website. The administration and the Leadership team conducts faculty meetings to disseminate information about decision-making processes and clarifies action plans and teacher responsibilities. Faculty members can discuss any issues with members of the Leadership Team or administration. In 2019, Principal Madrigal prepared a handbook with the most pertinent of information, including meeting schedules. This neatly bound volume presents a	• BUSD Employee Handbook • BTA Contract • JBHS Faculty and Staff Handbook

first-stop for information related to faculty and staff duties.	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Resource Allocation Decisions

*A5.1. Indicator: The school leadership and staff are involved in the **resource allocation decisions**. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.*
A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the school plan,, the academic standards, and the college- and career-readiness standards.

Findings	Evidence
The allocation of all the resources available to the school is driven by our mission to support students in accomplishing the academic standards and SLOs. Most funds that the site receives are already allocated for a specific purpose. The small amount of discretionary funds are spent with input of faculty and staff members, as well as students. Input is given during Leadership Team, Department, faculty, ASB and School Site Council meetings. Each academic department on campus receives a small budget for discretionary spending. Purchases are approved by the principal. This means of allocating resources ensures that teachers have a method for purchases, rather than spending out of	• List of department budgets

pocket. For the 2020-2021 school year, each budget was reduced by 20% due to budget cuts from the district. The JBHS Associated Student Body has a robust budget, allowing for spending on student needs.	

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting ***quality business and accounting practices.***

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	**Evidence**
In addition to the usual budgeting for ASB, athletics, GATE, and other programs, some discretionary funding has been specifically budgeted to provide materials, intervention classes, innovative programs for low-achieving students, and needed professional development opportunities. In the past four years, filming on campus has given the school additional funds for many resources such as field trips, conferences, instructional materials, subscriptions, and equipment. The campus has allowed more filming on campus and received funds and donations from Film LA and the companies who film on campus	• Department budgets • Film LA application • Film LA Condition Report

Facilities Conducive to Learning

*A5.3. Indicator: The school's **facilities are safe, functional, well-maintained, and adequate** to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).*

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a lea

Findings	Evidence
With the passage of Measure S in 2014, a district bond in the amount of $110 million, schools continue to update and modernize facilities with an impact on campus-wide environments and classrooms. Air-conditioning in the gyms has been installed. The lighting has been updated to adjust to the learning environment. Wireless internet throughout the school has been provided. All classrooms have been updated with projectors and whole classroom audio systems. All classrooms have received upgraded printers. In the bungalow area, the internet was upgraded with fiber optics. Members of the Leadership Team have been provided with a laptop for convenient working. In addition to technology, improvements in the facility include filtered chilled water stations, additional picnic tables, and a remodeled teachers lounge. Major cleaning happens in the summer months.	• Measure S • Summer cleaning schedule

Instructional Materials and Equipment

*A5.4. Indicator: The policies and procedures for acquiring and maintaining **adequate instructional materials and equipment**, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.*

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Evidence
Many departments have recently adopted new textbooks or are in the process of doing so, in accordance with state regulations. The district office has also supplied supplemental resources, like novels in English classes. Within the past WASC cycle, some funds became available for teachers to request grants. Teachers were able to use this funding source to attend conferences on Common Core, to purchase supplemental materials, or to acquire classroom equipment. While this funding source is no longer available, many teachers took advantage to stock their classrooms while it was available. The reading lists in the English department are periodically revised to accommodate additions and edits. Over the past six years, we have added a new novel -- the non-fiction text *Into the Wild* -- by completing a proposal that was supported by multiple teachers and approved by the school board. There is also a system in place to remove texts from the lists. Currently, the Equity subcommittee is reviewing lists for potentially offensive language and themes using a formalized process. The district has created an efficient system called FreshSource to request technical assistance with software and hardware	• Grant proposal • Textbook approval process • FreshService

issues. Teachers have the ability to create a work ticket that documents when the request was made and when/how the issue was resolved.	

Resources for Personnel

*A5.5. Indicator: Resources are available and used to enable the **hiring, nurturing, and ongoing professional development** of a well-qualified personnel for all programs.*

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Evidence
JBHS is fortunate to have a large staff of qualified and passionate educators. The hiring process is dictated by district guidelines. However, structures exist to support educators after this step by encouraging the professional growth of employees. The decision to move to a PLC culture resulted in training the full staff by Solution Tree. Some teachers attended trainings in Northern and Southern California; others attended a session commissioned specifically for JBHS teachers. Professional Growth is also among the goals of the bi-yearly evaluation process. Teachers can discuss their personal goals, or receive recommendations from an administrator at the post-observation meeting.	• Solution Tree PLC at Work Institute • Solution Tree conference agenda • Evaluation form

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the ***Local Control Accountability Plan (LCAP) with site resource decisions*** *ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.*

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

Findings	Evidence
John Burroughs High School shares LCAP goals with the larger district. These goals are developed by district administrators, and they are fully compatible with our WASC Action Plan and current endeavours. Administrators at the District Office revise the goals annually. The 2018-2019 LCAP Goals are as follows: 1. Improve student learning and achievement for targeted subgroups of students. 2. Improve student learning and achievement for all students. 3. Align all instruction and student learning to California State Standards. 4. Increase access to arts and music education for Grades Pre K-12. 5. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from preschool through adult education readiness. 6. Develop and implement a comprehensive professional development plan for all employees. 7. Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff. 8. Provide all students access to technology in the classroom.	● Schedule of LCAP meetings

9. Develop new communication and collaborative strategies with parents, students, employees, and the community	

Areas of Strength

- Updated vision and mission statements A 1.1
- Development of continuous improvement cycle, used by the Leadership Team for shared decision-making A 3.1
- New positions created to support student needs including a Intervention Specialist, Link Crew Advisors, and Communication Coordinator for shared leadership and responsibility A 3.3
- New tools for communication including an updated website and JBHS App A 3.4
- Filming money provides much-needed supplemental income for our site A 5.2

Areas for Growth

- Improve effectiveness of PLC meetings:
    - Bridge the gap between the Leadership Team and the faculty with improved communication and more frequent messaging (perhaps at monthly faculty meetings) A 3.4
    - Consistent implementation of established norms and PLC structures to improve productivity and accountability during meetings A 3.1 and A 3.3



CHAPTER 3, CATEGORY B:

CURRICULUM



Focus Group Leaders:

Dawn Snowden-Frost, social studies teacher
Dena Williams, fine art teacher

Focus Group Members:

Matt Chambers, administrator
Hung Truong, counselor
Amanda McMahon
Amy Lucas
Lisa Baroutgian
Anoush Arjoyan
Bradley Baldwin
Dave Cohen
Eddy Takou
Taylor Arakelian
Jeff Thompson
Jeil Salem
John Benne
David Hedin-Abreu
Kyle Fitzgerald
Mara Lungu
Maria Carman
Matt Popiel
Nancy Liebersbach
Scott Hatch
Shake Balian
Dr. Terri Ganey, parent
Yajaira Monzon, student
Donna Morales, student
Nelly Maldonado, student

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

*B1.1. Indicator: The school uses **current educational research** related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

B1.1. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Evidence
Over the past six years, our faculty has taken a concerted approach to improve our professional development practices. PD time has become a weekly commitment, with most activities designed to align our curriculum to standards, develop/analyze assessments, and achieve consistency among courses. To start, the JBHS faculty participated in study groups on three topics: grading, curriculum, and interventions. Over the course of two school years, we studied texts on these three topics, and discussed their conclusions. In addition, every group presented a summary of findings to the faculty. Faculty members implemented recommendations and reported out results at department and faculty meetings. Following presentations, the Leadership Team focused on the implementation of PLC's and academic interventions. The Leadership Team and the faculty developed an action plan that included schedule development, student support strategies, and prioritization of student intervention needs.	• *It's About Time* • Intervention program (Academic Excellence) • Academic Excellence One Sheet - WASC.pdf • Teacher Resource Library • Teacher Resource Library photo

In 2019, after three years of reading, research, and data-driven investigation, JBHS began a new intervention program called Academic Excellence (AE). Its goal is to support students of all academic levels and abilities through a focused and specialized 25-minute support period 3 days each week. During this time, students take part in a variety of activities depending on their needs or choices: study hall, tutorials, quiet study, group discussions, or peer tutoring. In the future, eligible students will be able to participate in Enrichment offerings. Teachers can also access texts with information on teaching practices. For example, all department chairs receive an issue of *Educational Leadership* magazine for reading and discussion at monthly meetings. The magazine addresses important current issues, like bullying and mental health. Some articles from these issues have been used in discussions with the larger faculty, as well. Finally, our faculty's focus on Professional Development has led to the creation of a Teacher Resource Library, filled with texts on topics from art to literacy to grading. This library provides another resource for teachers who wish to improve their practice. The most recent addition: twenty copies of *How to Be an Antiracist.*	

Academic and College- and Career-Readiness Standards for Each Area

*B1.2. Indicator: The school has **defined academic standards and college- and career-readiness indicators** or standards for each subject area, course, and/or program that meet or exceed graduation requirements.*

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Evidence
JBHS uses approved textbooks, all of which are aligned to Common Core State Standards to ensure that our curriculum prepares students to be college- and career-ready. The vast majority of courses offered on our campus -- over 90% -- allow students to earn credit towards the UC A-G requirements. The number of students meeting this requirement has been on the rise. Factors leading to the increase include… ● The addition of American Sign Language (ASL) as a World Language course offering. ● Continuing to add JBHS courses to our approved A-G course list. Recent examples include Yearbook Design, Digital Media Production, Stagecraft Technology, Engineering, Sports Medicine, Advanced Culinary Arts, and Earth and Space Science. ● Educating and promoting A-G requirements at 8th grade parent night. Some of our teachers have interacted with the very authors of these Standards. For example, the English department hosted a professional development session led by	● Common Core State Standards for English, Mathematical Standards ● Framework - Next Generation Science Standards (Science); Benchmark, ● 90% of courses are UC approved ● AP Course Enrollment ● Promise Standards: English, Social Studies, Math, Science

Carol Jago, author of the Common Core State Standards for English-Language Arts. After establishing PLC groups for Math, Science, Social Studies, and English at our site, in 2019 all of our departments began formally meeting in PLCs during Monday early release time. Our first task was to devise Promise Standards for each course, those which we can promise will be known by students at the culmination of a course. Teachers lead this work, in monthly same-subject meetings, developing consensus around the most important standards. In their same-subject groups, teachers reviewed the standards and selected standards that had the greatest impact within that subject to be the Promise Standards. At present all departments have drafted an initial set of Promise Standards and are working on developing assessments. To improve student writing performance, our district has implemented a District Writing Assessment. In turn, the entire faculty has been informed of the need for school-wide writing and scoring expectations through some Writing Across the Curriculum presentations. Our faculty has a concerted effort to improve consistency in our curriculum, through the development of Promise Standards and common summative assessments. Even so, our faculty recognizes the need to further consistency from course to course. For example, homework and writing expectations vary greatly from teacher to teacher. The English and Math departments have worked as a whole to align standards across courses within their departments. The Math and Science departments worked together to establish common methods for teaching	

graphing. Our strategy to improve consistency is to use PLCs to determine promise standards, develop common assessments, and analyze student performance. In some departments, this process occurs frequently, yet in others only once per semester. Our Monday PLC meetings occur all in one room, with all of the faculty present. This enables any department or same-subject group to collaborate or ask questions of any other group. Although this meeting format can get loud, it is highly convenient to have the whole school working together at the same time in the same place.	

Congruence

*B1.3. Indicator: There is **congruence** between the actual concepts and skills taught, the academic standards, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Evidence
The JBHS faculty bases its curricular offerings on content standards, which also guides the skills that are developed in coursework. These skills are often addressed in teacher-designed Course Guidelines, which are provided to students/families for each course offered on our campus. Recently, departments selected Promise Standards to focus our efforts on those skills that are most needed by our students. Given the standards-based process used to develop Promise Standards, there is congruence between the standards-based content/skills taught and various other expectations,	• Sample Class Guidelines: Spanish, Science, AP Lit, • Skills/Standards Poster Sample 1; Sample 2 ; Sample 3 • Promise Standards: English, Social Studies, Math, Science • College & Career Posters

including Schoolwide Learner Outcomes, Academic Standards, and college-/career-readiness standards. With only core-subject areas engaged in same-subject meeting time, some departments have lacked the meeting time to develop Promise Standards. Most classes use a curriculum designed for compatibility with Common Core State Standards. Adherence to these standards helps us ensure "rigor," among the Schoolwide Learner Outcomes. Many teachers cite the specific State Standards which are emphasized in their classes within their Student Guidelines. The JBHS Guidance Counselors and Career Counselors have been making efforts to better communicate about college-readiness. A series of posters adorn walls in many classrooms listing ways to get ready for college in each year, from freshman to senior.	

Integration Among Disciplines

*B1.4. Indicator: There is **integration and alignment** among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*
B1.4. Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Evidence
Our Career Technical Education teachers offer courses that combine academics with a career focus. These include Culinary Arts, Cabinet Making, and Aircrafts and Small Engines. For students who already have focused career goals, JBHS has implemented two academies,	• Academies website • ASVAB Test • College Mentor Program

for Medical Careers and Engineering, through the National Academy Foundation. They are three- and four-year programs that allow in-depth study of a discipline to enhance future career opportunities, while taking other general curriculum classes. Our Academy Director, a district employee, works to connect these students with community outreach efforts. Academies also address professionalism. Students participate in a “dress for success” day once per month. They take field trips to JPL, Pomona Raceway, and the GCC Nursing School. Every year, JBHS offers the ASVAB test for students, offering an additional method of career exploration. Specific courses offer career-preparation, as well. Sports Medicine students, for example, get practical training working with our own student athletes, learning how to identify injuries and treat common injuries. Students will work for at least 10 hours with our trainer from Glendale Adventist. Our Academy students must complete 120 hours of work or internship in order to graduate with a certificate from The National Academy Foundation. Through our career technical education (CTE) programs we have many unique courses for students to take from Armenian to Retail Marketing, and Video Production taught by working professionals in the fields. A variety of military recruiters are available on campus to talk to students at lunch if they are interested. Every fall, our school participates in a	

district-wide event, attended by nearly 100 colleges, military branches, and trade/technical schools. Finally, JBHS has recently instituted a new program, College Peer Mentors. These students, led by a faculty member, meet several times during the senior year with a fellow senior. They discuss career plans and "check in" on progress. This program allows students to have a peer as a consultant on future plans, as opposed to the many other adults on campus. Overall, our campus offers students plenty of ways to pursue career interests and academics simultaneously.	

Articulation and Follow-up Studies

*B1.5. Indicator: The school **articulates regularly with feeder schools, local colleges and universities, and technical schools**. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Evidence
Many of the coordination/articulation meetings between John Burroughs and feeder schools are led by our district administrators. For example, our math teams meet with middle school teachers before the school year to organize curriculum. In addition, every semester a department task force meeting (PE, Health, Science, English, etc.) is held at the District Office where secondary school teachers align curriculum from grades 6 - 12.	• 2019-20 District Task Force Meeting Schedule • BUSD Articulation Agreements • Senior Survey • List of NAF Community Partners • NAF Academy Internship List • CTE Day Flier • GCC Information Workshops

Our school's Career Technical Education (CTE) programs have numerous articulation agreements in place with local community colleges. For example, Film and Video Production, Digital Media Production *and* Advanced Digital Media Production, Broadcast Journalism, and Aircraft and Small Engines are articulated with Los Angeles Valley College (LAVC). In addition, our Photo 1 class is articulated with Glendale Community College (GCC). Students who successfully complete these courses are eligible to earn high school and college credit. Our NAF Academies require internships with local businesses and organizations, allowing for some information-exchange about the readiness of our graduates and the needs of our local employers. The College Peer Mentor Senior Survey collects information about post-secondary plans. We use National Student Clearinghouse data to track post- secondary trends of students including identifying what colleges our students actually attend. Our CTE program conducts an annual Perkins survey (CTE) to learn about post-secondary activity of students including the type of field that the students are working in. To foster career connections, JBHS partners with local community organizations and businesses to receive curricular guidance and share essential resources to help our students. Every year we host a Career Tech Ed (CTE) Day where approximately 100 local businesses, trade schools, and local colleges provide resources and information to students. Our Medical and Engineering Academy have numerous business partners from local organizations such as Providence Saint Joseph's Hospital and Burbank Water	

and Power that help provide guest speakers, internships, and program guidance. Lastly, Providence Saint Joseph's Hospital and Glendale Adventist Hospital provide athletic trainers and doctors to support student health and wellness. Finally, the Expository Reading and Writing Course provides the opportunity to assess student writing *before* students arrive at college, thereby reducing the likelihood that students will be placed in non-credit remediation classes. The course involves two day-long grading sessions at Glendale Community College, where college professors read student essays to determine college-readiness. The course presents the opportunity to better articulate expectations for student work at the college level.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices
*B2.1. Indicator: All students are able to make appropriate choices and pursue a **full range of realistic college and career and/or other educational options**. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*
B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Evidence
All course offerings are supported and approved by the School Board in the Course Description Guide.	● BUSD Course Description guide ● A-G Completion Rates ● *Get Focused, Stay Focused*

With the majority of our courses earning A-G credit, emphasis has been placed on raising the "A-G" completion rate among our JBHS graduates. This can happen by leveraging our Academic Excellence program to reduce the number of D and F marks and improve our student's overall GPAs.This can happen through improved student advisement/counseling and new course offerings (i.e., ASL as a World Language). Doing so would increase the number of students who are ready to start pursuing a university education. In the ninth grade Health/Careers course and in the Medical and Engineering Academy classes, students maintain a career portfolio, which includes cover letters, resumes, work samples, job applications, brag sheets, etc. The Health/Careers course also implements the *Get Focused, Stay Focused* curriculum which includes activities that help students identify interests and abilities. The curriculum includes creating a future plan for school and tracking progress. While many teachers see value in the program, its use is inconsistent after freshman year. This leads some teachers to wonder if it remains a priority on our campus.	

Accessibility of All Students to Curriculum, including Real World Experiences
*B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes **real world applications** is accessible to all students through all courses/programs offered.*
B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Evidence
All students have access to a rigorous, relevant, and coherent curriculum that assists students in their pursuit of post secondary education. Faculty and staff work to provide resources for students' well-being and to reduce the numbers of Ds and Fs, keeping students open to a range of possibilities post-graduation. Students are able to pursue their academic goals in many ways--extracurricular and co-curricular clubs and activities, service learning opportunities, athletic teams, CTE, on-line summer school, dual enrollment, and regular academic courses. Two NAF Academies offer additional options to pursue career-oriented coursework while in high school. The College and Career Center is available to all students Monday-Friday from 7:30-4:00. A full-time college and career technician and a full-time CTE advisor serve students throughout the day. In addition, a CTE counselor splits her time between Burbank High School and JBHS. College admissions counselors and recruiters are on campus periodically. College and Career Center staff assist students with researching and applying to colleges, and seeking out military opportunities, job shadowing opportunities, and jobs. Teachers also point out to students which careers are available in their particular curriculum areas. The College and Career Center staff also plans CTE Day, a day when community members from a variety of areas set up booths so that they may speak with students about trade schools, businesses, apprenticeships,	• NAF Academies • College and Career Center • CTE Day • Art Field Trips • Misc Field Trips • MOCA Field Trips Cont • Special Education Transition Plans • Special Education Transition Plans, pt. 2

non-profit organizations, and careers in the military. Representatives from local colleges also attend the event. All students on campus attend. Students take field trips to various locations to experience their subject area in a real-world environment. Several teachers have developed a strong relationship with the Museum of Contemporary Art (MOCA), by participating in bi-annual field trips and other in-class exercises. Our music programs, including the Vocal Music Association (VMA), are often asked to perform for Los Angeles television shows and other Showcases. The Assistant Principal of Guidance and Special Education Department Chairpersons coordinate the testing, placement and monitoring of students with special needs. John Burroughs High School is a member of SELPA that coordinates work opportunities for students with disabilities. Our school culture welcomes the full inclusion of students such as those with Down-syndrome and those with autism. Special Education Case Managers review Transition Plans as part of the IEP process for all special education students. Students with mild to moderate disabilities are included in collaboration classes, where teachers accommodate students' individual needs using supports and various strategies to ensure access to the regular curriculum. Classroom teachers discuss the placement and success of special education students with their case workers. An ELD Coordinator, ELD teacher, and district staff administer the CELDT test to all English Language Learners. They communicate with parents and students throughout the year to	

ensure success and correct placement. Parent education classes are offered to parents of ELD students. New teachers of SDAIE students are trained to utilize strategies to make the curriculum accessible to these students. There is a lack of specialized math courses on campus. To improve college-eligibility rates, Algebra 1 is only offered as a year-long course. This means that all students must also pass Geometry to earn a BUSD diploma, a significant challenge for some. Math teachers would welcome specialized math courses during the school day; at present, the only options for struggling students are to repeat the course in summer school or in the following year.	

Student-Parent-Staff Collaboration

*B2.3. Indicator: **Parents, students, and staff collaborate** in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*
B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

Findings	Evidence
While it might be rare that all three -- students, parents, and teachers -- would meet simultaneously, there is frequent communication among the three in a variety of ways. 9th grade students and parents meet with counselors to develop a four-year academic plan. Counselors meet with students annually in grades 10-12 to review progress toward meeting graduation requirements, discuss	● Counseling: ○ 9th grade students and parents meet with counselors to develop a four-year academic plan. ○ Senior meeting with counselor to review 4 year plan forms and post-graduation options ● Back-to-School Night ● ELD ELAC Agenda & ELD ELAC Meeting Presentation

future goals,and college entrance requirements. Several parent nights are offered for grade-level issues, college planning, and financial aid. Students meet with peers, in the presence of a teacher, to discuss plans after high school graduation through our College Peer Mentor program. Open House offers the opportunity in the Spring Semester for families to meet with students and teachers to celebrate student learning and achievement. The ELD program hosts an English Language Advisory Committee (ELAC), which meets periodically to foster a sense of community among participants. As a positive outgrowth, the group has also developed a strong sense of advocacy for students. Many sports teams and arts programs offer Booster Programs to encourage family participation.	

Post High School Transitions

*B2.4. Indicator: The school implements strategies and programs to **facilitate transitions to college, career, and other postsecondary high school options** and regularly evaluates their effectiveness.*

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Evidence
The JBHS focus extends beyond the four years during which the student is on our campus. During our Open House, we also conduct 8th Grade Parent Night, which welcomes our	• 8th grade parent night at Open House • Dual enrollment: GCC & LA Valley College • College Mentor program college presentation

incoming class of freshmen. Families can attend a presentation, followed by visits to classrooms and greetings by teachers. The program has been well-attended for the past few years. For our students' future endeavors, we have various supports to help students prepare for the transition. Some students take Dual Enrollment classes, offered in conjunction with Glendale Community College or Los Angeles Valley College, to start working on college credit while simultaneously working to complete the high school diploma. Our College Peer Mentors and Counseling Team offers a variety of meetings and presentations to keep students focused on their future endeavors. Topics included "How to ask for a letter of recommendation?" and Filling out the FAFSA. For students eligible for AE Choice, the Counseling department offers a series of presentations on college and career exploration.	• Senior Planning Packet • Senior Meeting Resources for students (Letters of Rec, FAFSA, college apps, etc) • AE Counseling Presentations

Strengths:

- Creation of AE, the new JBHS comprehensive intervention program B1.1
- PLC meetings and Promise Standards in four core subject areas B1.1
- Improved consistency within a subject area through Same-Subject Meetings and Common assessments B 1.2
- Variety in CTE courses and Academies with a career focus B2.2
- Opportunities related to post-secondary success, including College Peer Mentors and Counseling Dept. presentations B 2.4

Areas for Growth:

- Further development of AE period to include more tutorial/enrichment offerings B 1.1
- Develop Promise Standards in ALL subject areas B 1.3
- Better articulation with middle schools in subjects beyond math B 1.5
- Integration between CTE courses and core subjects, especially in PLC meetings B 2.2

CHAPTER 3, CATEGORY C:

INSTRUCTION



Focus Group Leaders:

Kara Clark, photography teacher

Jackie Dawes, special education teacher

Focus Group Members:

Kenny Knoop, administrator

Adam Hochberg

Alejandro Barco

Anabel Martell-Ruiz

Annie Hakopian

Beth Morrison

Brendhen Van Loo

Gajan Fernando

Mirelle El-Jabi

Guy Myers

Harjot Kaur

Henry Alexander

Jamie Hall

Jen Gomez

Araz Keshishian

Jill Tobin

Michele Mucha

Keith Knoop

Lisa Freeman

Malia De La Torre

Patrick Carman

Sam Kuglen

Thalia Rincon

Tula Papavasiliou

Shari Wendt, parent

Marilyn Leiva, student

Hannah Constantino, student

Maddie Medina, student

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

*C1.1. Indicator: The students are involved in **challenging and relevant work** as evidenced by observations of students working and the examination of student work.*

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

Findings	Evidence
While many course offerings remain the same since our last WASC review, the JBHS community is always striving to offer our students the courses they need, and sometimes this requires adding new coursework. Many of our efforts receive recognition for student achievement as a testament to the quality of our instruction. In the last six years, John Burroughs has received UC approval for many courses including Engineering 1 and 2, Yearbook Design, American Sign Language 1, 2, and 3, Digital Media Production, Digital Animation, Computer Programming, Stagecraft Technology, Sports Medicine, Aircraft and Small Engines, and Advanced Culinary Arts. These courses bring a wider variety of choices for students and allow for a high level of rigor in elective classes. We have also created two new "academies," under the National Academy Foundation, to allow students to pursue a relevant curricular path in high school. Current academies include Engineering and Medical. Students must complete a portfolio in these programs. Per a district requirement, each core academic department offers open access to Advanced Placement courses, as does the World Language department, the Social Science department, and some of the specialty courses in the Performing	● Advanced Placement classes ● Academies (Medical, Engineering) ● Senior Research Paper in English ● Frequent League Championships ● Fitness Gram Results ● Drama program accolades ● Dance program accolades ● VMA Awards ● WAC Presentations

Arts. The policy allows students with an A, B, or C grade in a prior course to take AP/Honors courses. In general, this has increased the number of students enrolled in such courses, along with the diversity of those students. The English department has agreed upon common writing assignments including some longer, research-based projects, intended to develop research abilities of students and help them move beyond a five-paragraph essay. At present, the research paper is required by some teachers but not others. The Science department does not require prerequisites for Earth Space Science, Biology, Chemistry, or Physics. The latter two are also offered as honors classes, which means a faster pace, increased content, and greater depth of understanding. The Science department employs a variety of experiments, videos, and animations to demonstrate core concepts. Content specific vocabulary is approached by a study of root words. Writing tasks include student-designed experiments, experiments that have already been prescribed, as well as providing evidence to support hypotheses. The Science department has begun the task of transitioning common assessments to align with the next generation Science Standards. For Social Studies, students take both a Government class and an Economics class in the senior year, each lasting one semester. Both of these classes also have a parallel AP course. In addition to the core social science classes, the department all offers electives such as Sociology, Psychology, and AP Psychology. The World Language department offers instruction in three world languages: Spanish (including Spanish for Spanish Speakers), French, and American Sign Language. Each course offers students extensive instruction and practice in speaking, listening, reading, writing, and signing/using the target language with the goal of leading them to fluency in various academic,	

professional, and social contexts. Moreover, the department supports students' learning and exposure to culture. Over the last several years, the success of the World Languages department is evidenced by high pass rates on AP exams and success at language competitions. General physical education courses offer team sports as well as individual sports. The rules of each sport are a part of the curriculum as is the importance of sportsmanship and fair play. These courses also prepare students to pass the State's Physical Fitness Test. The Physical Education department encourages students to engage in physical fitness and prepare for a healthy life outside of school, often through participation in extracurricular sports. The athletic teams have a very visible presence on campus. Teams win many league championships and participate in CIF playoff games frequently, and some have advanced to State level. The coaches also act as mentors to the students and are supportive of and concerned about the academic development of their players. The Physical Education department offers additional classes to challenge students' physical well-being; these include Aerobics, Dance, and Weight Training. The Performing Arts department provides interested students with the opportunity to perform in both a show choir and a classical choir, or play an instrument in a marching band, jazz band, or orchestra. The students are also provided opportunities to be a part of plays and musicals via the drama classes. In addition to these, dance troupes, including an all-male dance team, are available. These groups have multiple opportunities for regional and national competition. Our Performing Arts department has brought home the top honors on multiple occasions both regionally and nationally. The Special Education department offers individualized instruction for those students who	

qualify for their services. The rigor of these classes, although individually calibrated, is demonstrated in the rise in SBAC scores for this subgroup. Students are challenged to move from Fundamental courses in core academic areas to Basic courses and ultimately on to Collaborative classes in the general education program. Special education teachers and aides work with general education teachers in these collaborative classes to assist the special education students in a successful completion of the course. The number of Collaborative classes has been steadily increasing in number, as more special education students are prepared to enter general education classes. Study Skills classes are also available for some special education students.	

Student Understanding of Learning Expectations

C1.2. Indicator: The **students understand the standards/expected performance levels** for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	**Evidence**
JBHS is of the philosophy that students perform best when they understand what is expected of them. To this end, all teachers distribute guidelines, to be signed by parents/guardians, to explain course content, grading policies, and more. Teachers also rely heavily on websites, like Google Classroom and Edmodo, to communicate with students. Aeries gradebook is helpful in communicating information about student performance; nearly all teachers on campus use this online gradebook, which students and families can access at any time to check their grades. A major shift in our focus has been the transition to Positive Behavior Implementation Strategies (PBIS). A PBIS Team leads this effort, offering monthly presentations at faculty meetings.	● Course Guidelines/Websites ● Guest speakers ● Aeries/Aeries Gradebook ● PBIS Matrix (TRIBE) ● Writing Across the Curriculum (WAC)

Led by the math department, the faculty has also attempted to shift the mindset of the student body from one of a “talent” perspective to a “growth mentality.” Algebra I is a perennial challenge for our students, so they are encouraged to think of their performance in connection with the word “yet,” as in “I have not mastered this subject...yet.” Speaker Trevor Ragan visited our school to motivate teachers and all Algebra I students about the power of a growth mindset. Trevor Ragan has presented multiple times on creating a growth mindset with our students and has created professional development for our faculty. Several content areas have endeavored to elevate and communicate student expectations. During professional development time, we have discussed Writing Across the Curriculum. Teachers were given information about effective prompt writing, effective scoring, and more. There is some desire to bring back school-wide rubrics to guide teachers in the assessment of student writing. Some departments are working for content-area consistency. For example, the English department participates in a yearly District Writing Assessment, which is assessed using the same rubric in grades 9-12. This consistency allows students to become familiar with expectations for performance. Finally, our faculty wants students to solve unknown problems from different scenarios and academic cores i.e. field trips, internships, job shadowing.	

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members **differentiate instruction**, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Findings	Evidence
In the 2019-2020 school year, JBHS's new intervention program Academic Excellence offered many opportunities to differentiate instruction. Students who are failing a course spend an extra 25 minutes with that teacher to catch up on material, get extra help, or ask extra questions. Approximately 1,000 of our students receive mandatory support through this intervention period. In the past, two courses were available in 9th and 10th grade for students with chronic academic or attendance struggles. Supervention for 9th and 10th grades was designed for those students most "at risk" for non-graduation status based on lack of credits. The curriculum introduces and reinforces specific strategies and skills necessary for academic success. Our English Language Development (ELD) courses provide beginning through intermediate English language instruction to students to assist them in their transition to general education classes in high school. JBHS offers a range of classes to meet the diverse needs of students in the Special Education program. For example, some students practice essential life skills in Independent Living. Students with autism participate in a special program designed to offer targeted support and social skill development. For academic courses, some students are placed in a small "Basic" class led by a special education teacher; others are also placed in general education "Collab." classes, which are led by a core-subject teacher and supported by a Special Education teacher or aide. The master schedule stands as evidence of the deep diversity in the types of courses offered to special education students.	• AE Program • ELD program success • SPED course offerings and supports • Chromebooks in classes • HMH online textbook and companion site

JBHS has experienced increases in the number of collaborative classes, the number of students with IEPs/504s, and the enrollment in the Independent Living Skills program. While this allows for more individualization of student instruction, it presents new challenges for the teachers of those students. It also required the addition of several teachers in the Special Education department, including two full-time positions and three aides. Adoption of new materials has also allowed for differentiation. Every English teacher was offered a computer cart filled with Chromebooks. Several subject areas, including English, have adopted textbooks with a range of online-options, including text-to-speech reading.	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion
All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge
C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated **use of multimedia and technology**.
C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Evidence
Every classroom on the JBHS campus is now a 21st Century classroom, equipped with a document camera, projector, microphone, and speaker. In addition, all English classrooms contain a computer cart with 34 Chromebooks. Several other teachers, in disciplines including Health, Science, and Social Studies, have also requested and been granted a computer cart. Teachers in specific disciplines are using the technology made available by the 21st Century update in the following ways:	● 21st Century Classrooms ● Math graphing calculators ● Engineering Academy's 3D printer

English teachers use our school's subscription to EbscoHost to encourage credible research from a database. Students learn to differentiate easy-to-access information (from Google) versus information that has been curated by a pay-for-access database. Social Science teachers bring in current event coverage or look at political commercials and discuss the underlying ideas behind the images. Science teachers present images of the outcome of the formulas and scientific properties they are learning. Math teachers use graphing calculators to explain concepts and affirm a student's hand-work. Physical Education teachers show students the proper use of fitness equipment. Health teachers have students complete a research project, using classroom computers and online research methods.	

Teachers as Coaches

C2.2. Indicator: **Teachers facilitate learning as coaches** to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Evidence
Teachers in a variety of disciplines employ cooperative learning strategies which include positive interaction, individual accountability, equal participation, and simultaneous interaction. In recent years, John Burroughs High School has adopted a system called PBIS (Positive Behavior Intervention Support). This looks at discipline through a positive lens, explaining to students what we expect of them to do properly rather than tell them what not to do - setting clear	• PBIS • Math's group-work curriculum • Kagan Strategies

expectations. While there is a PBIS matrix for the school, many teachers have adopted specified matrices for their own classrooms. A major subject-area shift has occurred in Math classes, where students now work daily in cooperative groups to tackle an inquiry-based curriculum. Teachers ask that students rely on group members before seeking help from a teacher. Many JBHS teachers have elected to attend optional training sessions in the Kagan strategies to boost student engagement; however, implementation is at an individual teacher's discretion.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to **extend learning opportunities**.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

JBHS teachers strive to offer assignments that require complex thinking from our students. The Social Science department presents rich opportunities for students to demonstrate their learning by applying skills to new content. Students in Social Science are required to find and present current events in order to help demonstrate the relevance of history in our modern world. Students analyze a wide array of primary sources including a range of written texts, artwork, and political cartoons. Document Based Questions (DBQ's) are a regular feature of Advanced Placement classes in which students must use prior knowledge to synthesize a variety of primary source documents in order to respond to writing prompts.	● DBQ projects in Social Studies ● DBQ Rubrics in Social Studies ● DBQ projects in Social Studies ● Health speakers series ● World Language field trips ● Clubs with an academic focus ● Clubs with an academic focus (part 2)

Social Science classes also integrate art and literature with history, exemplifying the cultural relationship between political events and creative arts. All Social Science classes have long used common district assessments which include a five paragraph essay prompt. With the introduction of Common Core, these district assessments are now better aligned to the Common Core standards. The Math department has several common assessments, formative and summative, given in Algebra I, II, and Geometry, which ask students to apply their learning to real-life situations. Modeling projects are also a regular feature of math classes. A modeling project is a question which can be answered by using mathematical reasoning. For example, “How much does $1,000,000 in one dollar bills weigh?” Or, “Why are pizza boxes square?” These ‘real life’ math questions allow students to recognize and practice their mathematical understanding in the everyday world. The Health department facilitates 6-10 opportunities per year for students to hear from community members, professionals and guest speakers to supplement their instruction. They have also partnered with the College and Career Center at JBHS for the program Get Focused Stay Focused, helping students set up a 10 year plan for the future with the intention of leading them on a path to a successful and personally fulfilling career. Field trips to local museums and operas in the target language are regular offerings of the World Language department. The French and Spanish departments would like to offer more opportunities to their students to interact with the cultures and traditions of their target countries to deepen their learning and appreciation of the languages. ASL students are given opportunities to experience deaf events twice a month.	

As a club, JBHS offers a thriving Junior State of America club, which contains debate opportunities to interested students. This club has received numerous awards and accolades. All students can benefit from the wide variety of clubs available at this school by finding other students with similar interests and building relationships outside the classroom. Many of the clubs at JBHS are based on academic content areas and elective courses. Clubs that offer an extension of academic content include Armenian Club, Burroughs Book Club, Environmental Protection Club, Engineering Club, Epicurean Society, Film Club, Improv Club, Photo Club, Pre-Med Club, Robotics Club, Skills USA, Sports Medicine Club, and Video Production Club. Beyond the clubs that further the academic goals of the school, there are many clubs which bring students together around issues that are relevant to our community. These clubs include the Betterment Society, Black Student Union, Christian Club, Cookies to Contribute Club, Entrepreneurs Club, Feed the Need, Habitat for Humanity, Heal the Bay, HERO (Helping Everyone Reach Out), SAGA (Sexuality and Gender Alliance) Teen Court Club, Key Club, Students Against Gun Violence, and UNICEF. In addition to these clubs, we have an ASB (Associated Student Body) which oversees all student organizations.	

Demonstration of Skills

C2.4. Indicator: Students demonstrate **higher level thinking and problem solving skills** within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Evidence
Several years ago, the JBHS faculty spent several meetings discussing the Depth of Knowledge chart, with encouragement to assign work requiring higher levels of thinking. In response, there has been a shift away from knowledge-level, multiple-choice evaluations; teachers require students to write, analyze, synthesize, cite textual evidence, and defend claims to demonstrate their reasoning. In Science, the Next Generation Science Standards requires that teachers evaluate students through performance-based tasks. Student modeling of concepts learned has become a more prevalent part of science instruction. Regular social studies courses now use the DBQ Project to have students analyze primary sources to generate arguments in response to historical questions. English teachers are using more timed writing assessments, like the bi-annual District Writing Assessment, to target students' ability to perform on-demand writings.	• DOK Chart • NGSS-inspired assessments • NGSS-inspired assessments • Social Studies DBQ projects • English on-demand writings • District Writing Assessments

Use of Technology

C2.5. Indicator: Students use **technology** to support their learning.

C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.

Findings	Evidence
John Burroughs High School had improved its digital offerings in recent years, with significant improvement since the start of Distance Learning. Today, Google Classroom serves as the main platform for instruction, where teachers are able to post assignments, agendas, and start discussions. Google Classroom allows students to post questions, for which other students may have the answer, and allows the teacher to monitor the dialogue between students to better understand the learning curve of his or her classes. At the start of the year, a few teachers volunteered to smooth this transition, hosting information sessions on topics from Zoom vs. Google Meet to engaging reluctant students. For students, this resource pairs with both Google Docs and Google Slides, which students frequently use. This allows for better accessibility and enables students to submit assignments from any place and any machine due to the usage of a cloud storage. Individual teachers may rely on other site-subscription services to integrate technology in the classroom. Specific services include Turnitin.com, now in its sixth year of use on campus. Teachers who require research projects also have access to EbscoHost through a district subscription. Teachers rely on various websites and online tools to supplement instruction. These include Kahn Academy tutorials and Purdue University's Online Writing Lab (OWL).	• Google Classroom • Ebscohost • OWL

Materials

C2.6. Indicator: Students use a variety of materials and **resources beyond the textbook**.

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Evidence
John Burroughs offers various courses that introduce students to real-world scenarios and equip them with real-world skills. These include the Academies on campus, which give students unique exposure to content in engineering, sports medicine, and medicine. In addition, various teachers strive to bring real-world components into their classrooms. For example, many English teachers ask students to prepare a college application Personal Statement/Essay.	• CTE courses • Academies • College Personal Statement

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in **career preparation activities**.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Evidence
Many classes have the opportunity to take field trips to businesses and events in our area which give a deeper and clearer understanding of the reason for the study in which the students are engaged. John Burroughs High School has also emphasized its commitment to engaging students with success at higher levels by adding career pathways through Medical and Engineering academies. These academies allow students to explore a career and simultaneously prepare	• Field Trips • Academies • CTE Program • Dual Enrollment • Service Learning Requirement

them to succeed at a higher level of education within the specified field of study. Through courses such as Cabinet Technology, Culinary Arts, Aircraft/Small Engines, Engineering, and Video Production, Burroughs offers students hands-on, practical experience with a variety of tools, design opportunities and production requirements. To support and develop student learning, 3D printers and a space lab have been added. Our Broadcast Journalism class produces the "Good Morning John Burroughs" program each day to deliver the bulletin information to students in an informational and entertaining format. Students with a particular interest can take more than one course in a given area to further develop their skills during their years at Burroughs. These additional classes require the beginning prerequisite. Beyond the course work on campus, students are encouraged to pursue Dual Enrollment with our local Community Colleges. Current course offerings include Speech and Armenian. In order to graduate, students are required by the District to complete 10 Service Learning hours. The Career Center is responsible for the implementation of this program among Freshmen, requiring 5 hours of service each of the two Freshman semesters. If students wish, they may continue earning service hours. 50 hours earns a certificate at graduation and 100 service hours earns a medallion at graduation and is recorded on student transcripts. The Health curriculum includes information in the textbook which addresses the value of service. Serving in the community builds relationships outside the school walls and connects the students to the importance of reaching out to others for the betterment of all.	

Strengths:

- Deep variety in course offerings C 2.1
- Updates for 21st Century Classrooms C2.1
- Performing Arts programs successes C1.1

Areas for Growth:

- Equal access to technology for teachers and students C2.1
- Improved technology support and training C2.15
- More real-world applications of curriculum C 2.6
- Implement PBIS program without decreasing expectations for student behavior C 2.2
- Assess the effectiveness of the AE program: Are we reducing the number of Ds and Fs? C 1.3
- Need for all departments to have updated textbooks that reflect the Common Core standards C 1.3

CHAPTER 3, CATEGORY D:

STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY



Focus Group Leaders:

Sandra Macias, culinary arts science teacher
Alexis Weiner, English teacher

Focus Group Members:

Steve Hubbell, administrator
Jessie Steinbert, counselor
Catherine Fritz
Dave Vezina
Earl Hollingshed
Edwin Real
Erika Menke
Greg Everhart
Jessica Palaski
Justin Lee
Katie Morreale
Nicole Hollingshed
Oakley Gillett
Rex Bullington
Scott Davis
Todd Bixler
Vaness Norrington
Yvonne Oliver
Maxwell Sinovoi, parent
Nadaly Jones, student
Leoda Khosravi, student

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion
The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Professionally Acceptable Assessment Process
*D1.1. Indicator: The school uses **effective assessment processes** to collect, disaggregate, analyze, and report student performance data to all stakeholders.*
D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.

Findings	Evidence
The variety of assessment tools used at John Burroughs High School reflects the teachers' understanding of the variety of learning styles and intelligences found in the student body. They include academic assessments, alternative assessments, mandated and optional assessments, along with various in-class assessments. Just as there is variety in the types of assessments used on campus, there is also breadth in the types of tools used by teachers -- a trend sped up by the pandemic. **Academic Assessments** Over the past six years, the adoption of Common Core State Standards has led to the development of common interim and final assessments, benchmarks, and pacing calendars to track student performance. Every department on campus has some type of final assessment, including common summative assessments. In addition, many assessments now take the form of performance tasks. These include common science labs and art competitions. All departments also administer teacher-made, semester final examinations. In the core academic areas, departments administer common district benchmark examinations. These common assessments are often addressed at district task force meetings. ● The math department has common final exams created in conjunction with Burbank HS. All students are given two multiple-choice versions and one free-response version of a common assessment created by representatives from each school's department. All data is collected on "School City" and analyzed in same-subject meetings. Departments	**Academic assessments**: ● District Writing Assessment in English ● Math benchmarks ● Test results in World Language ● School City for formative assessment **Alternative Assessments:** ● **Math** Performance assessments in Geometry and models for student work ● **Fine Art Competitions** like the Bob Hope Airport Competition ● **Science** ● **Art Display Opportunities** including the Artsonia, visual arts gallery; the Library Loft creative/display area and the new, virtual Student Work Gallery ● **Performing Arts** ● **Practical Arts** cooking competitions including the Annual Gingerbread House competition and the Iron Chef final exam ● **World Language** Projects & Student Work 1 and 2

meet during school to discuss results and alter instruction and/or assessments based on results. ● A district-wide assessment was developed for biology and chemistry, for both fall and spring semesters. The questions are tied to the new NGSS standards and allow for the analysis of student performance on those standards. ● Social Studies has a common assessment, as agreed on between Burroughs H.S. and Burbank HS, for all core subjects (e.g., World History, U.S. History, Government, and Economics.) All assessments consist of a multiple choice section. The World History and U.S. History also includes a short-answer section. ● The World Language departments of Burbank Unified Schools have met a few times a year over the past couple of years to fine tune our multi-modalities common exams (speaking, listening, writing and reading) in the various languages and levels. We have also adopted common rubrics for the productive modalities (writing and speaking) and coordinated the timing of when students at our respective schools will receive the prompts. We have not yet, as of May 2019, worked together to calibrate the execution of the writing rubrics but have plans to do so. ● All English Language Arts classes take a 2-4 day performance writing assessment, called the District Writing Assessment, in both the fall and spring semesters, where students read a text and write a multi-paragraph response. The assessment is agreed upon or created by specific grade-level teachers from both district comprehensive high schools and is organized by a district teacher on special assignment. After a month-long window for students to complete the assessment, teachers have the option to either grade their own classes' assessments or take a work day to meet with other same-grade-level teachers for rubric calibration and grading. Scores for each student and for overall classes/grade levels are recorded and reported to the district, although each teacher can decide how the score will be used in students' class grades. This performance assessment is designed to demonstrate student expository writing proficiency, as the focus is generally on informational and argumentative writing.	● **World Language** Common World Language speaking/writing rubric ● **Physical Education** Fitness Gram **Outside/Other Assessments:** ● SBAC ● CAASPP ● AP exams ● ASVAB

Alternative Assessments
In addition to examinations, teachers use a variety of other assessment tools to monitor student progress including but not limited to art projects, computer programs, performances, presentations, research reports, and laboratory assignments.

- In some mathematics courses, common core curriculum is integrated into the projects and used to assess student understanding of specific concepts and skills.
- The fine arts students demonstrate their understanding through the completion of numerous projects. They also demonstrate skill by entering art contests.
- Practical arts students demonstrate their understanding of subject area content through tests, projects, and written assignments. These include the annual Gingerbread House competition, judged by teachers on campus during the holiday season. In addition, students in Culinary Arts classes participate in an Iron Chef-style competition, complete with guest judges and mystery ingredients.
- The world language department uses a combination of tests, written assignments, projects, and daily oral participation to evaluate student progress. In all levels teachers are incorporating more writing using a standardized school wide rubric.
- Finally, the California Physical Fitness Test is administered to all 9th graders and any student who has not yet passed it. The performance test is a twenty-minute run at the end of the first semester and a thirty-minute run at the end of the school year. Students are to complete as many laps as possible in that time. Results can be seen immediately. Results from these tests are entered into Aeries to be shared with students, parents, and the district, and are a part of the student's permanent record.

Outside Assessments
A variety of outside assessments are used to assess and evaluate student performance:

- Administrators and counselors use student grades and SBAC scores to help determine the appropriate placement of students in classes.
- As a targeted population, ELL students are tested

yearly to assess language development and determine appropriate class placement. The results are monitored by the ELD coordinators.

- Initially, the ELPAC is used to identify students as being either an English learner or fluent in English. It is administered to students based on the results of the Home Language Survey, when a student replies that they speak/spoke any language other than English at home). The test is given and scored onsite. ELPAC is also given in official testing format to all ELs until they are reclassified as Fluent English Proficient. The test is found on the CAASPP/TOMS website, just like the SBAC.
- Students receiving special education services are tested annually as part of the IEP process. Performance on these assessments is used to determine IEP goals. The Woodcock-Johnson Test is given every 3 years to students with an IEP to determine eligibility and services. The test measures cognitive and academic abilities.
- The Brigance Comprehensive of Basic Skills is an informal norm-referenced assessment also given to students who have an IEP. This assessment is typically given to the moderate/severe population.

Other Assessments:

- The PSAT (Preliminary SAT) has been funded by a College Readiness grant for the past two school years (2018 and 2019). All JBHS 10th and 11th graders were offered and given the free PSAT at our school site during the school day, rather than a Saturday. Although the grant has expired, students will still be able to sign up for the PSAT at JBHS for a small fee.
- The number of Advanced Placement (AP) exams has consistently increased since the past WASC review. In 2012, 1185 AP tests were administered. By 2020, that number has increased to 1367.
- The Armed Services Vocational Aptitude Battery (ASVAB) test is administered annually to interested students.

Reporting Student Performance

In the fall of 2018, Burbank Unified School District began using the program School City for grading district-wide final exams. The program facilitated the grading of standards-based questions previously created in task force meetings among colleagues in the various schools by using

teachers' computer monitor cameras to scan finals. This simplified grading process now gives immediate feedback to teachers on the percentages of students per class/school site/district that have gotten a particular question correct. School City offers various easy-to-understand graphic formats to analyze this data and share with students who have taken the exam. Assessment results are available on the Parent Portal after the assessment results are released to the schools. Parents have access to their students' results. Listed next to the scores are tables and the range for the various scores. Parents have real-time knowledge of student progress and can follow up, as appropriate. Progress reports are printed every four to five weeks and distributed to the students to bring home to parents. Semester grades are printed and mailed home in January and June. Parents are aware of the timelines as they are posted on the school website. In addition, parents and students can access their grades at any time via the online parent portal. Special Education Case Managers send out student progress reports for all students with an IEP (Individual Education Plan) on their caseload every ten weeks throughout the school year, which coincide with ten-week and semester grading times during the school year. Progress reports offer students and parents a snapshot of the individual gains students have made toward meeting their IEP goals between annual IEP reviews. This is another way in which communication is facilitated between the home and school setting to support student development.	

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ***ensure consistency across and within grade levels and content areas****.*
D1.2. Prompt: Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

Findings	Evidence
Over the past six years, the adoption of Common Core State Standards has led to modification in the school's academic program and professional development offerings. Starting in 2016, core	• Same-Subject Days: English, Math, Science, and Social studies meet for two hours per month to develop common

academic departments began gathering in monthly “same-subject meetings.” The English department started participating in such meetings first, followed the next year by math, then social studies, and finally science. Teachers gather in grade-level groups, and teams meet for two hours each month during the school day, with paid sub coverage. Occasionally other teams on campus use this meeting time to discuss common course needs. For example, AP teachers have met to discuss common course content and skills. Coinciding with the start of same-subject days, our staff has participated in training for Professional Learning Communities. These groups are designed to identify common student needs and then develop consistent solutions. JBHS is in the early stages of establishing a PLC culture. The math department is the furthest along in the process, having already adopted PLC promise standards and analyzed student performance in light of them. Course materials also encourage consistency. With the adoption of new textbooks, teachers have the opportunity to refocus on key academic concepts. The math and English departments adopted new textbooks within the past six years. The science department is in the process of evaluating Next Generation Science Standards (NGSS). In addition, the English department maintains a list of “core” novels for each grade level, ensuring that students in a grade level read at least one common work. In the bigger picture, a significant majority of JBHS courses are A-G compliant, ensuring a consistent level of rigor and course content. Teachers also participate in various department-specific districtwide task forces, where common concerns/issues/strategies are discussed and announced for implementation.	assessments and discuss common instructional strategies. ● Math PLC promise standards ● Department/Course pacing guides ○ 11th Grade World History Curriculum Map ○ 10th Grade World History Curriculum Map ● English core novels ○ Picture of Core Novels ○ Evidence 1: Fall 2020 Signup ○ Evidence 2: Spring 2021 Signup ● Textbook adoptions ○ English ○ Math ● Task Forces ○ ELA Task Force Meeting Minutes

Monitoring of Student Growth

*D1.3. Indicator: The school has an effective system to **determine and monitor all students' growth and progress** toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.*

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

D1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Evidence
All student grades are reviewed every five-week grading period to determine placement in the Academic Excellence period. Students who are earning a D or F in a class will be automatically placed in a tutorial class to work on improving the grade. This process communicates clearly with students where and how they need to focus their academic efforts. Much of the monitoring of student growth and progress happens through the counseling team. Oftentimes, counselors are the link between that parent and the classroom teacher. Counselors meet with students to evaluate progress, register for classes, and discuss future goals. Counselors have regular meetings with students to determine if students remain on-track for graduation. In sophomore year, counselors lead parent/student meetings. In 11th grade, counselors deliver a graduation status report, and then they follow up periodically throughout senior year for students in danger of not graduating. Within the last weeks of the school year, an "off-grad" list is prepared, notifying teachers of students who will not graduate due to failure in certain classes. The list brings into focus exactly which students need extra support. Students with specific needs also get extra monitoring. Student athletes are monitored	● BUSD Guidance Master Plan which requires... ○ Individual meetings with sophomores ○ Grad status sent home with 11th graders and then periodically throughout senior year ○ Individual senior meetings with counselors ● Intervention Specialist ● NCAA Eligibility Center ● Student Grade Trends in Aeries

through the NCAA Eligibility Center, which determines what course content readies student-athletes for college coursework. For those students who are college bound, our team of College Peer Mentors meets two to three times during the senior year to check in on the college application process. JBHS now has an on staff interventionist, who works with at-risk students. Our Intervention Specialist leads after-school tutoring sessions and individual meetings with students who have behavior and academic struggles. The ELD Coordinator also sends reports to teachers who have been reclassified to check on performance after transition from an ELD course. Our online grade/attendance program, Aeries, allows for teachers to see a student's grade trend, whether up or down, in all classes. This can be helpful in determining whether academic performance is course-specific or more all-encompassing.	

Assessment of Program Areas

*D1.4. Indicator: The **partnership** with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a **challenging, coherent, and relevant curriculum**.*

D1.4. Prompt: Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Evidence
JBHS teachers meet every Monday for PLC meetings, which fosters the partnership among the team of educators. The process started by dividing the faculty into three study groups, each with an assigned topic. Among the focus groups was a team gathered to investigate grading policies at our school. The team met over a period of a year and a half and	● Monday PLC meetings and Promise Standards ○ Math same-subject meeting agenda: Algebra I ○ Algebra I promise standards semester 1 worksheet (19-20) ○ Algebra I promise standards quiz ○ Algebra I promise standards (semester 2) intervention tutorial data (19-20)

ultimately arrived at recommendations, among them allowing the opportunity to make up tests. With the increase of A-G course offerings, JBHS is ensuring more learners have access to CSU/UC requirements, aligning graduates with A-G requirements. Depending on the department, teachers of the same courses have coordinated pacing for many years. The school in the past few years has mandated a two-hour meeting for same-subject groups, where this practice of coordinated pacing has grown. This is an opportunity for teachers to collaborate during the school day without distraction and interruption. Sometimes there is an assignment from administration, like promise standards or pacing guides; other times, the teachers themselves decide how to use the time most effectively. In the past, the English department has brought in district experts to walk through using certain software or representatives of the textbook company to train teachers in how to effectively use the new curriculum and ancillary materials. In conjunction with district-level task forces that create common summative assessments, this same-subject time has helped to guide pacing, standards-based instruction and relevant evaluations. Beginning with Math three years ago and continuing with all departments, high school teachers in BUSD now also have designated days to meet at the district office before the school year (pre-school days) and twice during the year to review how teachers evaluate students in their respective courses. This has focused teaching on essential standards and fair evaluation methods. The meetings at the beginning of the school year allow teachers to review the results of the exams, now through personalized data in School City, to amend the tests and/or consider revising their instruction or curricula. In addition to task forces addressing curriculum needs, other task forces have been created in response to parent concerns. These include the	• District task forces (CTE, homework policies, subject areas) • Diversity, Equity, and Inclusion Taskforce

new Diversity, Equity and Inclusion committee. In the past, a Homework Task Force met over a period of two years to investigate the workload students were taking home. Several JBHS teachers participated in these meetings; unfortunately, the group disbanded before any consensus was reached.	

Schoolwide Modifications Based on Assessment Results

*D1.5. Indicator: The school **uses assessment results to make changes** in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.*
D1.5. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Evidence
Given that performance on assessments influences grades, JBHS offers many supports on campus to the student body. When students are struggling, as demonstrated by earning D or F grades, they are placed in twenty-five minute sessions two to three times a week to work with teachers and student academic mentors. Mentors are usually selected due to successful performance in the class, and they make support more accessible to our students. Incoming juniors and seniors were invited to apply to be academic mentors in a classroom during the 2018-2019 school year. Students who wished to be considered academic mentors must have a minimum 2.8 cumulative GPA, no Ds or Fs, satisfactory or outstanding citizenship and work habits, good attendance, and teacher recommendations. Academic mentors are assigned to specific classes (either teacher-requested or a subject in which there is traditionally a need for more intervention) as on-demand peer tutors. Mentors are not teachers' assistants; they are specially trained by the Intervention Specialist to intervene with	● Academic mentors in AE periods ○ Academic mentor recruitment ○ Academic mentor application ○ Academic mentor application - teacher recommendations ○ Academic mentor training ○ Academic mentor guidelines (spring 2019) ● Grade improvement or remediation offered through Burbank Adult School and summer school ● Other BUSD options for grade remediation ● Students in Math and World Languages must pass with a C or better ● World language's two-step process for identifying heritage Spanish speakers

individual students in the class. Courses in the math and World Languages department require that a student earn a grade of A-C to progress to the next level. JBHS has partnered with the Burbank Adult School to offer grade improvement courses, for students who wish to improve their grade in a course. For further remediation, students can attend APEX credit recovery classes in the regular year and in the summer. Specific departments offer assessments in the school year to monitor student performance. The World Languages department has a two-step process for identifying heritage Spanish speakers in order to place them in the appropriate classes offered.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Assessment Strategies to Measure Student Achievement
*D2.1. Indicator: The school **leadership and instructional staff use effective assessment processes** to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.*
D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Evidence
The math, science, and social studies departments use common formative assessments, which they developed in their PLC teams. These departments create questions as a team to assess whether students have learned the identified Promise Standards, they agree on a date to give the assessment, they student results on a share spreadsheet, and discuss findings/share best practices with one another. The teams then determine what topics they need to reteach and reassess.	● SBAC ● AP Testing ● District Writing Assessment ● ELPAC ● ELD Scores ● Fitness Exam ● Portfolios ○ NAF Portfolios ● Aeries ● Student graduation status reports ● Use of Universal Design for Learning

Other subject areas will begin the common formative assessment cycle beginning next year. On a schoolwide basis, the SBAC is used to evaluate the 11th grade class of students. In addition, administrators monitor performance of our students on AP exams. For students in the Special Education department, the Woodcock-Johnson Test is given every 3 years to students with an IEP to determine eligibility and services. The test measures cognitive and academic abilities. The Brigance Comprehensive of Basic Skills is an informal norm-referenced assessment given to students who have an IEP. This assessment is typically given to the moderate/severe population. Most subject areas use common formative or summative assessments to collect data on school performance. Among these tools is the District Writing Assessment in English, which is administered bi-yearly and in the genres of informative and argument writing; these assessments mirror those of the SBAC, in both content and form. The results of the ELPAC are used to place students in their classes. The ELD team -- consisting of the ELD teachers, a designated counselor, the ELD Specialist, and the Assistant Principal -- have recently reviewed information about “Ever-ELs.” They also monitor the performance of our EL student population, in comparison with city and state data. Students in physical education classes must take a physical fitness exam, where five of six components must be mastered to pass the course. Some assessments take the form of a portfolio, as with our new National Academy Foundation programs.	● Common assessments in World Language

Other departments, including World Languages, have designed assessments that take the form of multiple modalities. In a similar way, JBHS leaders and teachers are addressing the variety of student learners with the implementation of Universal Design for Learning. These instructional methods and tools are used by teachers to ensure that all students are given an equal opportunity to learn. Students are provided with multiple means of expression and action, enhancing the capacity for monitoring progress as well as self-reflection. JBHS communicates student performance with students and parents on a regular basis. Progress reports are sent home every five weeks. Assessment data is made available by many teachers through the Aeries parent portal. Two tools are frequently used to communicate student performance on assessments. First, student transcripts feature scores on AP tests, the SAT, the ACT, and other mandated tests. In addition, students receive a "Grad Status Report," which shows if a student has passed the required PE test. Both items are distributed by counselors.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and ***adjust curricular and instructional approaches****.*

D2.2. Prompt: Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)

Findings	**Evidence**
Teachers understand that learning is cyclical and that new concepts and skills require teaching and re-teaching before the student masters them. This philosophy is supported by the Common Core State Standards, which emphasizes the reinforcement of key skills in consecutive years.	• World Language's analysis of AP student work • Intervention tutorials in AE • Math PLC meetings • English District Writing Assessment results

The implementation of our new intervention program, which was developed over three years will help teachers adjust to student performance by offering extra time and giving focused lessons. In addition, specific departments have developed modifications to support struggling students. World Languages conducts an analysis of AP student work, which is communicated to lower-level teachers to guide instruction. Some departments including math meet monthly in two-hour same-subject PLC teams (Algebra 1, Geometry, Algebra 2). Over the last two school years each PLC team has created promise standards, formative assessment quizzes, and gathered data on each standard. They have discussed best practices for students who have already mastered promise standards and also intervention practices for students who do not yet know the promise standards. See the link for a sample. Another Data link. Science and Social Studies have also already begun the common formative assessment cycle. Based on performance on the District Writing Assessment and developed promise standards, the English department has developed a vertical teaming agreement to cover essential skills in a logical progression. This department engaged in a day-long session to work out vertical teaming in the fall of 2019. During same-subject meetings, the English department has created and adjusted formative assessments (e.g. grammar diagnostic in 9th grade) and review assessment results for areas of strength and need.	

Teacher and Student Feedback

*D2.3. Indicator: Teachers provide **timely, specific and descriptive feedback** in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

Findings	Evidence
With regard to providing feedback, JBHS teachers have benefited from the transition to a 21st Century Campus. Many classrooms are now equipped with computer carts, allowing for the use of Google Classroom on a frequent basis. For feedback, some teachers use Google Forms for quick assessments. With the transition to Distance Learning, we were lucky to have a few "experts" step up and offer tutorials so that feedback could be offered through Google Classroom in the new learning environment. Most teachers on campus now use Google tools to provide quick online feedback for students. Some write comments on drafts, others use scoring tools to evaluate and then "Return" student work. The ability to grade electronically has allowed some teachers to improve the pace of assessment and evaluation. In addition, Turnitin.com is used by some teachers to give automatic feedback about the mechanics of writing, including spelling, grammar, and usage. Turnitin.com also offers the opportunity for peer review, rubric grading, and verbal comments. As Google Classroom changes to accommodate distance learning, many teachers are using this tool in similar ways. In the math department, benchmark assessments are given on an agreed-upon schedule. This adds consistency for students, who can expect feedback about their mastery of certain standards with predictability. AP teachers offer multiple practice exams to prepare students for their summative exam. These include FRQs based on released College Board materials. The District Writing Assessment uses the same rubric for grades 9-12 to establish clear expectations for student writing.	• Google Classroom Tutorials • Turnitin.com • AP practice FRQs based on College Board materials/rubrics • Math Benchmark Assessments • The District Writing Assessment's rubric, which is consistent for grades 9-12.

Areas of Strength:

- Development of a number of new common assessments in all subject areas and grade-levels, reflecting the transition to Common Core State Standards. D 1.1
- Frequent subject-area or PLC meetings to ensure consistency. This process has started with the identification of Promise Standards, followed by the development of assessment tools. D 1.2
- Math and science are fully engaged in the common formative assessment cycle. Social Studies has also begun this process. D 1.4

Areas for Growth:

- More tools to report student performance. At present, Aeries is used predominantly for this purpose, but it provides little opportunity for feedback. D 1.1
- Using assessment data to inform instruction. D 1.5
- Using data to adjust instruction for students earning higher grades (not just Ds and Fs). D 1.5
- All departments need to begin the common formative assessment cycle. D 2.1

CHAPTER 3, CATEGORY E:

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH



Focus Group Leaders:

Wesley Manson, math teacher
Jerry Mullady, social studies teacher

Focus Group Members:

Miriam Wazirkajoyan, administrator
Jennifer Sohn Lim, counselor
Andrea Permenter
Anne Wenzel
Brendan Jennings
Carolina Almanzar
David Knactal
Emily Pierce
Jayna Sayre
Jessica Mayes
Joel Brinton
John Peebles
Jose Valle
Julie Grene
Kevork Madooglu
Michelle Dixon
Mike Reily
Richard Lightfood
Richard Piper
Susan Glenn
Vicki Oganyan
Nadine Erikson, parent
Cooper Dawes, student
Braeden Matsumoto, student

E1. The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

*E1.1. Indicator: The school implements **strategies and processes for the regular involvement of all stakeholder support groups** in the learning and teaching process, including parents of non-English speaking, special needs and online students.*
E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Evidence
Burbank is a unique community that brings individuals together. John Burroughs High School celebrates that spirit by providing numerous opportunities to businesses, families, and industries to be involved with our school community. The administration and faculty of John Burroughs High School utilize a variety of interest groups, including Parent Teacher Student Association (PTSA). JBHS PTSA informs the parents and the community of the school's programs and policies through monthly meetings and the association supports the educational programs and activities of the school through volunteerism, donations, and scholarships for graduating seniors. The school also encourages parental involvement through student educational plan meetings, Freshman Parent Orientation, IEP meetings, Eighth Grade Parent Night, Back to School Night, Open House, SST meetings, parental portal, and progress reports.	• PTSA • ELAC w/ translators and interpreters • Booster Clubs • School Site Council

The ELAC, composed of parents, the English Language Development (ELD) Coordinator, the principal, and teachers, meets four times a year. ELAC meetings allow parents to learn about school policies, educational opportunities for their children and themselves, and informally discuss how their student can be better served. Translators (Spanish) are provided at every meeting, and if other languages are requested, they are provided from the district office. Many of the school's organizations and athletic teams have parent-run booster groups that support programs through volunteerism and fundraising. The work of these groups is vital to the success of most of the school's athletic and performing arts programs. The School Site Council, comprised of parents, the principal, teachers, and students also meets monthly to discuss school issues including the development of and the review of the Single Plan for Student Achievement. Site Council also reviews the Safety Plan and approves the allocation of funds, which directly impact instruction and learning.	

Use of Community Resources

*E1.2. Indicator: The school uses **community resources** to support student learning.*

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Evidence
A recent "Senior for a Day" program brought local political, business, and community leaders to campus to spend several hours on the JBHS experience to witness the culture of our school. Approximately 15 adults participated, each of whom was paired with a student for the day to gain a clearer perspective on the life of a JBHS student. They were served a lunch provided by BUSD food services, and the event was covered in our local newspaper, the Burbank Leader. Local businesses and organizations provide equipment, volunteers, guest speakers, job shadowing opportunities, scholarships, and internships that benefit students in a variety of curricular areas. For example, Warner Brothers has donated various office furniture to our campus.	• Parent involvement events • Senior for a Day

E2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a ***safe, clean, and orderly place*** *that nurtures learning, including internet safety and Uniform Complaint Procedures.*

E2.1. Prompt: Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings	Evidence
Although Burroughs went through modernization in 2004, there is a continued need to maintain and upgrade the campus. John Burroughs High School is a closed campus; however, classrooms located across the street from the main campus raise concern for safety. Campus supervision personnel now supervise entrances and off-campus bungalows at all times during school hours. Employees of the school and district should wear identification badges and visitors must sign in and provide a valid photo I.D. to receive a visitor's badge at the front entrance. The Raptor system screens visitors for sex offenses or custody regulations using a Drivers License. Fire Drills/alarm checks are scheduled once per month; the JBHS campus also participates in an annual Disaster Drill. With the reduction of custodial staff due to budget cuts, it has been a challenge to keep the campus clean. Teachers and administrators have had to pitch in to maintain classrooms and grounds. Administrators, campus supervisors, office personnel, and custodial staff use radios to communicate. Radios are checked annually for proper performance. In previous years, administrators and campus security personnel used metal detectors prior to the graduation ceremony.	• Campus supervisors • Raptor System • Radios for communication

While the campus has previously had functioning security cameras, at present no cameras are working. There is debate about who should pay for the cameras, the district or the school site. Many teachers are concerned about the lack of video documentation until this conflict is resolved.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an ***environment that honors individual differences and is conducive to learning****.*

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Evidence
Several new programs have been implemented to make the JBHS campus feel a safe and comfortable one for our students. Link Crew is a new program that pairs incoming freshmen with upper class "leaders" for orientation and support exercises. This powerful program allows students to feel a sense of community before their time as a JBHS student even begins. In addition, students who need to take a break or decompress can visit the new Care Center, where therapists from	• Link Crew • Care Center • Online Anti-Bullying Training • Kindness Week • Wings of Kindness • Top of the Tribe lunch • Student clubs

Burbank Family Services provide counseling for free. While this has been a very positive experience for our students, many teachers fear that students are taking advantage of the Care Center to avoid attending class and doing work. To address the recent violence reported across the country and to ensure our students feel safe at school, our district leaders have provided all faculty and staff with online training in an Anti-Bullying campaign. Pre-school days and conference periods were used for online training. The ASB implemented a Kindness Week as an anti-bullying tactic. During this week, students are filled with good vibes. In addition, the week usually culminates with an assembly with a motivational speaker. Many efforts are made on campus to celebrate student achievements. A new “Top of the Tribe” lunch was instituted four years ago to recognize those students who will graduate with a 4.0 GPA. Pleasantly, the number of students attending this lunch has risen steadily since its inception. Numerous clubs on campus encourage students to become active participants and help them to feel connected to the school. Clubs like the SAGA and the Mental Health Task Force provide students with a safe place to be.	

Atmosphere of Trust, Respect, and Professionalism
*E2.3. Indicator: The school has an **atmosphere of trust, respect, and professionalism**.*
E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Evidence
The administration has developed a Safe School Action Plan which is reviewed and approved each year by the School Site Council. The plan focuses on maintaining a safe learning environment. Various programs have been tried to establish an atmosphere of positivity and support. For a time, the school offered a 7 a.m. and a 3 p.m. yoga class. Also, we have established "Breathing among the Books," a meditative breathing practice guided by a former JBHS teacher.	• Safe School Action Plan • Breathing Among the Books

E3. All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support
*E3.1. Indicator: The school has available and adequate services to **support student's academic and personal needs**.*
E3.1. Prompt: Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Findings	Evidence
The faculty and staff of John Burroughs High School strive to foster the academic academic and personal growth of its students. Six school counselors provide comprehensive guidance for over 2500 students. Counselors meet regularly with students throughout their four years to monitor academic performance, register for classes, and ensure that students are on track for graduation. Counselors use a variety of resources to monitor student performance including student transcripts, testing results, progress reports, and parent meetings. Counselors also refer students to SST and SARB meetings to assess student needs. Counselors can work in concert with our School Psychologist to support students. JBHS provides individual counseling at the Care Center for grief and self-injurious behavior, as well as individual counseling for academic, personal, and family issues to all students. Besides conducting all initial testing for special education consideration, the school psychologist can make off-site referrals to Burbank Family Services.	• Guidance Counselors • Care Center

Support and Intervention Strategies Used for Student Growth/Development
E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized ***multi-tiered intervention*** *approaches to learning and alternative instructional options.*
E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Evidence
The JBHS community has shown true growth in its effort to provide intervention for students. Among the best paths of intervention and support on campus is the Care Center, a space dedicated to the well-being and mental health of students. Students can access the Care Center by making an appointment. The Care Center, staffed and managed by Burbank Family Services (BFS), operates independently on campus. While most adults on campus recognize the benefit of providing therapy services for free to students, there are consistent concerns about coordination between BFS and JBHS administration and teachers. It is argued that some students use the Care Center to avoid attending class, resulting in missed work and low grades. Due to the confidential nature of the therapy provided, it is currently impossible to prevent recurrent absences from a single class (i.e. a student is consistently absent from period 5 to visit the Care Center.) Other paths of support for learning include our Intervention Specialist who follows the academic performance of a case-load of students, checking in when necessary. Finally, the new Academic Excellence (AE) period allows a large group of students to access Tier II academic interventions, wherein almost 50% of the student body participates in academic tutoring. The program is important for struggling	• Care Center • Care Center • Intervention Specialist • AE Student Mentor Recruitment • AE Student Mentor Guidelines

students, but also for successful ones; high-performing students can provide academic mentoring during the AE period to their peers. This fosters a culture of "giving" on our campus.	

Support Services-Multi-Tiered Interventions and Student Learning

*E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a **direct relationship to student** involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.*

E3.3. Prompt: Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.

Findings	Evidence
JBHS offers its students a range of academic opportunities and programs, spanning Tiers 1-3 of academic support. These programs allow for individualized support and interactions with all students on campus. At Tier 1, there are many academic offerings available for all students as they pursue academic and personal goals. The majority of students can choose where to spend their AE period; to have "Choice" a student must be earning a grade of "C" or higher in all classes. Students can check this progress by logging into the Aeries website or app to check grades. Specialized programs that are offered to a broad group of students include Link Crew, an orientation and support program for all freshmen; our Academic Excellence counselor workshops, focused on college and	**Tier 1 of Academic Interventions** ● AE "Choice" Period ● Aeries Parent Portal ● Link Crew for freshmen ● Academic excellence counselor workshops ● Full-time nurse ● College Peer Mentors **Tier 2 of Academic Interventions** ● AE "Tutorial" Period ● 504 plan referrals and meetings ● Collab classes for special education students ● ELD program ● Summer classes ● ILA, the Independent Learning Academy, provides online, A-G approved courses for students who need a flexible schedule.

career pursuits; our on-campus nurse; and the College Peer Mentors (CPMs), who provide yet another connection for students who wish to discuss post-graduation plans. The CPMs schedule meetings for every member of the senior class.

At Tier 2, JBHS provides a variety of academic intervention programs to support specialized groups of students. At this level, students who are earning a “D” or “F” in a class are placed with an academic teacher for the AE period for extra support, tutoring, or make-up work.

Transitional courses are offered through our English Language Development (ELD) program in science, social studies, and math classes. English Transition courses are offered at every grade level along with courses for Limited-English Proficient (LEP) students. An ELD coordinator tests ELL students annually to determine the appropriate placement of students in classes.

Students in need of Special Education courses may also enroll in Collaborative mainstream classes. Some of the supports include students receiving help with note taking, test taking strategies, and organization. Other offerings include a Special Day Class (SDC) or Resource Specialist Program (RSP) level class that addresses their academic needs. The Severely Handicapped (SH) program offers a variety of opportunities to increase independence for students with severe disabilities. The SH program includes community based instruction, vocational education and daily living skills. Screening is offered for 504 plans.

- Community Day School offers a self-contained classroom environment for students who need to improve behavior, attendance, and academic performance.
- Monterey High School, is a continuation high school for students that are behind on credits and offers support to pregnant and parenting students. credit recovery programs

Tier 3 of Academic Interventions

- Student support team meetings with parents
- SST Sub Coverage
- Intervention Specialist
- Sports Eligibility List

Two periods of a Supervention class have been offered to provide chronically struggling students with a dedicated time to get help or complete work. These students can participate in Supervention in 9th and 10th grades. The Supervention Coordinator, Jamie Hall, works closely with the Intervention Specialist to devise the best support for this group of students. Supervention was suspended in the 2020-2021 school year. Coordinating with the district office, JBHS students are also eligible for make-up credits through Monterey High School, the Independent Learning Academy, and the Burbank Adult School. These programs offer alternative schedules which can accommodate students that are deficient in credits and help them to get back on track. At Tier 3, the individual supports include Student Study Team (SST) meetings. SSTs are scheduled for students who are failing three (3) or more classes. Many of these students will also have attendance issues, which can also be addressed at the SST. In some cases, an SST leads to a 504 plan or other special education supports. Teachers are provided coverage by substitute teachers so they may attend these meetings during the school day. Student athletes who do not meet the minimum academic grade point average are placed on probation for the following five-week grading period. They become ineligible to participate in activities and athletics if they do not improve their grade point average by the following grading period. Tutoring opportunities are	

available to assist students with their academic needs.	

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum
*E3.4. Indicator: Through the use of **equitable support** all students have access to a challenging, relevant, and coherent curriculum.*
E3.4. Prompt: Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).

Findings	Evidence
To comply with state law, JBHS maintains equitable access to its programs. Formerly, students were granted access to higher-level Honors or AP courses. Currently, the school operates with a policy of open access, meaning that students are eligible for all classes. There are no prerequisites. Efforts are made to maintain equitable access to materials and equipment. Textbooks and English novels are available in abundance, offering free access to the curriculum. There could be improvement in equal access to technology. At present, computers are supplied to English classes; these computers are supplied and maintained by the district office. However, the new technology was not accompanied by a maintenance or replacement plan, so there is no program to replace broken computers or ensure that teachers have enough computers for large classes. Some classes function without enough computers for all students in the room.	• Open Access • Textbooks

Co-Curricular Activities

*E3.5. Indicator: The school ensures that there is a **high level of student involvement** in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.*

E3.5. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Evidence
Enthusiasm and participation of students are among the hallmarks of the JBHS student experience. The Associated Student Body (ASB) is an academic period in which students are responsible for planning/executing numerous social activities held throughout the year. These activities encourage school spirit and community involvement, social interaction, and help students develop talents in non-academic settings. Once per season, so three times per year, students gather in the gym for a Pep Rally to celebrate the achievements of the various athletic teams and performing groups on campus. The school's award-winning programs in athletics, visual and performing arts (inclusive of the Vocal Music Association and the Instrumental Music Association), drama, dance, and photography provide students opportunities to learn and grow. Participation in performances and athletics is dependent on students maintaining a minimum of a 2.0 grade point average. This helps to promote academic success.	• ASB Event Calendar • ASB Participation Data • Numerous ASB Clubs • Athletics program • VMA • IMA • Drama

Areas of Strength:

- Supports for students encompassing academic, personal, social, and mental health needs E 2.2
- Many direct-to-student supports E 3.3
- Variety in extracurricular offerings A 3.5
- Establishment of Care Center E 3.2

Areas for Growth:

- Need for various safety features and upgrades, including…
    - Secure perimeter (no unlocked/propped doors)
    - Security cameras
    - More emergency preparedness training E 2.1
- Lack of Protocol for Care Center, leading to recurrent absences and missed work A 3.2

CHAPTER 4:

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS



Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results for student groups.

Generate a table (5 columns and 3 rows) of all the strengths, growth areas and next steps from all the criteria categories.

Determine themes or strands that emerge from all the strengths and growth areas listed in the table. Provide a summary of these themes for use in revising the schoolwide action plan/SPSA (Task 5).

October 2019: The following list of preliminary Student Learner Needs were developed by the Principal, WASC Coordinator, and the nine Focus Group Leaders. These statements were developed and decided upon after review of Chapters 1 and 2 of the WASC Report, and they illustrate our focus on perennial needs: supporting failing students, supporting students in math, and easing the transition to post-secondary work. Sadly, after witnessing increasing numbers of students with mental health struggles, we also recognized the need to provide more support of this nature on campus.

1. Reducing number of Ds and Fs, especially in math
2. Preparing students to pursue a post-secondary plan, including but not limited to career readiness and/or A-G completion
3. Focusing on student well-being, including but not limited to mental health

March 2020: Following completion of Chapter 3 of the WASC report, the Leadership Team revised our student needs. There is some consistency with our earlier draft, but with these important shifts in focus:

- First, we have broadened goals to include all students, not only ones who are failing classes or struggling in math
- Furthermore, we recognize that we have not made consistent progress in the development of common formative assessments. Some departments use them with frequency, while others rely on the mandated summative assessment. We recognize that this recommendation was made in the 2013 WASC review, and we have more work to do.
- Finally, we wish to balance student well-being with an emphasis on attendance and success in the classroom, as in some ways these have become competing goals.

Strengths, Growth Areas, and Next Steps

	Category A Organization	Category B Curriculum	Category C Learning/ Teaching	Category D Assessment/ Accountability	Category E Culture/ Student Support
Areas of Strength 2013-2021	Updated vision and mission statements Development of a continuous improvement cycle, used by the Leadership Team for shared decision-making New positions created for Academic Excellence Coordinator, Link Crew advisors, Intervention Specialist, and Communication Coordinator New tools for communication including updated website and JBHS App Filming money provides supplemental income for our site	Creation of AE, our new academic intervention program PLC meetings and Promise Standards in four core subject areas Improved consistency within a subject area through same-subject Meetings and Common assessments Variety in CTE courses and Academies with a career focus Opportunities related to post-secondary success, including College Peer Mentors and Counseling Dept. presentations	Deep variety in course offerings, with many Career Readiness options Updates for 21st Century Classrooms Performing Arts programs successes	Development of new common assessments, both formative and summative, in all subject areas and grade-levels Frequent subject-area or PLC meetings to ensure consistency, starting with the development of Promise Standards and continuing with development of common assessments Math and Science departments are fully engaged in the common formative assessment cycle	Supports for students encompassing academic, personal, social, and mental health needs Many new communication tools Variety in extracurricular offerings Establishment of Care Center

Areas Needing Growth 2013-2021	Improve the effectiveness of PLC meetings by… Bridging the gap between the Leadership Team and the faculty with improved communication and more frequent messaging (monthly faculty meetings) Consistent implementation of established norms and PLC structures to improve productivity and accountability during meetings	Further develop AE period to include more tutorial and enrichment offerings Develop Promise Standards in <u>all</u> subject areas Improve articulation with middle schools in subjects beyond math Improve integration between CTE courses and core subjects, especially in PLC meetings	Equal access to technology for teachers and students Improved technology support and training More real-world applications of curriculum Offer more tutoring for students in need of support at varied, yet predictable times Implement PBIS program without decreasing expectations for student behavior Assess effectiveness of AE program: Are we reducing the number of "D"s and "F"s? Need for all departments to have updated textbooks that reflect the Common Core State Standards	More tools to report student performance. At present, Aeries is used predominantly for this purpose, but it provides little opportunity for feedback. Use assessment data to inform instruction Use data to adjust instruction for students earning higher grades (not just Ds and Fs) All departments need to begin the common formative assessment cycle	Need for various safety features and upgrades, including a secure perimeter Need for functioning security cameras in all areas of campus Need for more emergency preparedness training Lack of Protocol for Care Center, leading to recurrent absences, missed work, and low grades
Next Steps	Further build PLC culture	Further build PLC culture	Continue refining and	Go beyond collecting data	Continue focus on student

			developing the AE period	and go beyond analysis of D/F students	safety and wellness

CHAPTER 5:

ACTION PLAN



Action Plan 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.**		
Basis for Goal #1	**Findings of Focus Group C (Instruction)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Evaluate the effectiveness of AE for **students**	Annual report of information documenting the impact of AE: 1) reduction in the number of Ds and Fs and 2) reduction in the number of students in "Choice"	Aeries Consistent criteria from year to year	Administrators AE Coordinator Teachers
Add more course-specific tutorials (vs. subject-specific ones, like "English") in subject areas beyond math, science, and Spanish to improve **student** performance.	Annually expand **subject-based tutorials** to address existing knowledge gaps (i.e., DBQ writing) Establish new types of **skills-based tutorials** for all students (problem-solving, skills-based test prep, organization, study skills, collaboration…) Add tutorials in subject areas that do not currently offer this support, especially PE.	Paid teacher planning time to develop new tutorials	Teachers Student Mentors Link Crew
Reduce the number of **students** in AE Choice, and cultivate a culture of "giving" by recruiting more student mentors.	Begin recruitment process in March of each school year for both AE tutorials and in-class peer support • March '21: recruit 100 mentors • March '22: 150 mentors Hold an annual April informational meeting to increase awareness of mentor opportunities Improve recognition of student mentors by collecting survey data about experiences, offering small	Google Classroom Various JBHS social media accounts for promotion GMJB Aeries (to identify potential mentors) Small gifts Award certificates	AE Coordinator Academic Departments Student Mentors

	gifts, and creating award certificates for participants. Develop subject-specific mentor training programs to better prepare student mentors.		
Add academic enrichment options for **students** who are eligible for AE Choice.	Annually increase the number of enrichment offerings to include "social hours," AP seminars, guest speakers, short films, music, art sessions during AE. Connect subject areas to career and community with enrichment offerings (computer science, data science, creative writing, architecture, coding, statistics…)	Recruitment of volunteer teachers to lead the enrichment offerings PTA funding to support new programming and provide access to new materials Student surveys to inform our enrichment offerings Paid teacher planning time to develop new tutorials Paid collaboration time to develop enrichment topics with teachers from other disciplines Student attendance data (5-Star) to analyze participation Google Forms for pre-/post-skill analysis Working/updated Chromebooks in AE classrooms	AE Coordinator Teachers Students Counselors PTA Families Community leaders
Increase the number of **students** who participate in AE counseling presentations about college- and career-readiness.	Four times per semester, counselors will outreach to students via technology Attendance at counselor presentations will increase by 10% annually.	Blackboard, Aeries, social media, GMJB Data about students in AE Choice, i.e. total students by grade-level for help	Counseling Department

	Students will be assigned at least 1 counselor presentation.	in planning content Five star scanner Schedule support via AE coordinator	

Action Plan #2	Improve the productivity and efficiency of PLC meetings across all subject areas		
Basis for goal #2	**Findings of focus groups A (Organization), B (Curriculum), and D (Assessment)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Formalize PLC procedures: Teacher attendance is expected Establish group norms and roles, including Same-Subject Leads Leads create/share an agenda for meetings; all items relate to PLC questions At end of meetings, set "Next Steps" for the subsequent meeting Establish location for sharing of "Best Practices"	PLC training for the remainder of the faculty by Solution Tree Conduct a same-subject lead training	Solution Tree trainings Google Drive for shared Best Practices	Administrators Same-subject leads Teachers in PLCs
Evaluate the effectiveness of PLC time for teachers	Develop a tool for self-reflection and assessment for use by PLC members Annual report of information documenting the impact of PLCs on student learning	Consistent criteria from year to year to include an individual teacher survey and end-of-year analysis submitted by each department or subject area.	Administrators Department Chairs Teachers

Action Plan Goal #3	Using PLC structures, Continue to create and analyze common formative assessments to address student learner needs.		
Basis for goal #3	**Findings of focus groups A (Organization), B (Curriculum), and D (Assessment)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Use PLC time to move beyond the establishment of Promise Standards to the development of multiple common formative assessments in all subject areas.	Annually affirm Promise Standards/pacing guides/curriculum maps to confirm consensus. Create common formative assessments for each item within Promise Standards or Vertical Alignment agreements; timelines will vary by department/ number of promise standards. Assess students with IEPs every three years in Written Expression, Reading Comprehension, and Fluency. In the math department, create and use pre-assessments to identify students who lack the prerequisite skills needed for the current class. In the CTE department, use of Precision Exams to assess common knowledge in content area.	Time and space to collaborate and create during PLCs Training on curricular materials that accompany our textbooks	Academic Departments including English and Special Education Other associated support staff including Special Education support staff, Instructional Assistants, Secondary Professional Development Coordinator, EL Services, and the TK-12 Coordinator
Use PLC and same-subject meeting time to analyze data from common assessments; use this analysis to track **student** progress and reduce the number of students placed in mandatory AE tutorials.	Introduce rubrics and improve common grading practices. Annually, reduce the number of students in AE tutorials. Analyze enrollment in mandatory AE tutorials for increases/declines	Data about student performance (SchoolCity) Training on rubric development and effective grading practices	Academic Departments

Action Plan Goal #4	Establish policies and procedures that promote student attendance, wellness, and safety.		
Basis for Goal #4	**Findings of Focus Group E (Culture)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Coordinate with the Care Center to develop a policy that allows **students** to access wellness support while also reducing chronic absenteeism.	**Year 1**: JBHS and Care Center will develop a uniform process for addressing multiple visits to the Care Center. **Year 2**: JBHS and Care Center will implement the process and communicate with all stakeholders what the policies are. **Year 3**: JBHS and Care Center will monitor appropriate Care Center usage. **Year 4**: JBHS and Care Center will review data on Care Center usage. **Year 5**: JBHS and Care Center will adjust policies as based on data.	Care Center Attendance Data Teacher input on attendance Referrals to mental health resources outside of school setting Student Services Attendance Referrals Truancy Reports Truancy Parent letter Monthly Attendance Study Team Meetings Attendance Contracts	Administrators Counselors Care Center service providers School Psychologist Attendance Team Intervention Specialist District Student Services/Attendance Specialist
Offer more frequent and authentic teacher training for **student** safety including, but not limited to, active shooter scenarios, suicide prevention, and earthquake preparedness. Currently, such training is limited to pre-school online videos and an	Training during faculty meetings prior to the annual October Disaster Drill to improve preparation and increase speed of teams. Burbank Police Dept. to train teachers with active shooter presentation “Stop the Bleeding” and how to use existing supplies to save	Slide presentation to staff created by APA and School Nurses	Admin. Team School Nurse Teachers Broadcast Journalism students Burbank Police Dept.

annual one-hour Disaster Drill.	lives Digital Media classes will create PSAs for students, with the assistance of administrators and counselors		
Improve **student** safety by installing functioning security cameras on campus.	Research costs, companies, and grants Coordinate with the district office to create a plan for purchase and installation of cameras	District financial support	Admin. Team

APPENDIX



A. Local Control and Accountability Plan (LCAP)

B. Student questionnaires
    a. AE

C. Parent/community questionnaires
    a. AE

D. California Healthy Kids Survey from 2019-2010

E. Master Schedule

F. AP Approved Course List

G. A-G Approved Court List, pages 13-14

H. Other School Programs
    a. National Academy Foundation
    b. Career Technical Education (CTE)

I. California School Dashboard performance indicators

J. School Accountability Report Card (SARC)

K. CBEDS School information form

L. Graduation requirements

M. Other Important Information
    a. Counseling Department presentations

N. Budgetary information

O. JBHS Response to Covid 19

P. Glossary of unique terms

AE	Academic Excellence, JBHS's comprehensive intervention period for struggling students. In the 2019-2020 school year, AE occurred for 25 minutes every Tuesday, Wednesday, and Thursday. In the 2020-2021 school year, AE occurred on a limited, voluntary basis.
AE Choice	An option during AE time for students who do not have any Ds or Fs. Students can use the 25-minute intervention periods for independent study.
PLCs	Professional Development meetings governed by PLC questions. These include early-release Monday meetings and monthly same-subject meetings.
Promise Standards	Agreed-upon standards that offer focus for PLC meetings.
Same-subject meetings	Monthly two-hour meetings for teachers in core subjects (math, English, social studies, and science). During same-subject meeting time, substitute teachers cover teachers' classes.
Leadership Team	A group of teacher-leaders, spread across departments and disciplines, who meet twice a year (fall and spring) to set the PD calendar and address campus-wide issues.
Link Crew	A Freshman orientation program, where upperclassmen lead groups of Freshmen through weekly lessons and activities.
College Peer Mentors	The JBHS peer mentoring program for juniors and seniors. College Peer

	Mentors offer multiple meetings per year with other upperclassmen to discuss post-secondary opportunities.
National Academy Foundation (NAF)	The organization that guided the development of the JBHS on-campus career-oriented pathways, including Sports Medicine, Medicine, and Engineering.
Care Center	An on-campus therapeutic center offering therapy and student support on an as-needed basis.
CTE	Career Technical Education, including cabinet-making and culinary science.
5-Star	The software used at JBHS to manage students in non-classroom settings. Originally used to track participation at ASB events, it is now used to collect attendance during AE Choice periods.