

PURPOSE OF THIS ACADEMIC PLAN

This academic plan meets the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application.

This academic plan provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The template provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the template includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, if all applicable portions of the template are properly completed, school plan content requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practices at the district/ school site:

1. Alignment of curriculum, instruction and materials to content and performance standards:

DISTRICT: *SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.*

SITE: Burton departments regularly collaborate to align curriculum to SFUSD content performance standards. For example, the English department has held meetings to evaluate Language Arts Standards and to allocate particular standards to appropriate grade level instruction plans.

2. Availability of standards-based instructional materials appropriate to all student groups:

DISTRICT: *The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, ELD, GATE, and Vocational Education.*

SITE: Burton continues to utilize SFUSD-adopted instructional materials for all students. Certain resources, such as content area textbooks, literature anthologies, and low level ELL materials, are not currently available in sufficient numbers to serve all students.

3. Alignment of staff development to standards, assessed student performance and professional needs:

DISTRICT: *The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: Faculty members from every department have attended and will continue to attend district Professional Development Institutes. Both the Math and English departments annually send faculty to national and state workshops such as IRA, CATE, CMC and Asilomar. The ELD department sends members to ALACASA each summer. Burton specifically allocates funds for professional development opportunities that serve the special needs of Burton students in reading, writing and math.

4. Services provided by the regular program to enable underperforming students to meet standards:

DISTRICT: *The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving underperforming schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to underperforming students.*

SITE: Many students who arrive at Burton in the 9th grade show deficiencies in basic reading, writing, and math skills. For example, the average incoming 9th grader reads at a fourth grade level. The Burton program offers under-performing students numerous support classes, such as Academic Literacy and Algebra Lab at the ninth grade level. We plan to implement similar support classes for 10th graders beginning next year. In addition, all Burton content areas provide departmental tutoring for underperforming students at lunch or after school.

5. Services provided by categorical funds to enable underperforming students to meet standards:

SITE: Categorical funds provide professional development to help teachers meet the needs of Burton's diverse population (1882 funds). Textbook funds provide each student with a standards-based textbook, and IIUSP funds help provide materials and training for our 9th grade Reading Program. As a STAR school, Burton receives extra test-preparation material and funds for classroom materials. Also, Digital High School funds allow underperforming students more access to technology.

6. Use of state and local assessments to modify instruction and improve student achievement:

DISTRICT: *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and districtwide assessments administered during the previous school year.*

SITE: Burton administration and faculty analyze results from the STAR 9, Golden State Exam, IWA, Math Performance Assessment and High School Exit Exam to allocate resources to enhance our program and increase student achievement. For example, when the results from the High School Exit Exam showed that Burton had a significant percentage of students not passing the test, the faculty and administration decided to offer support classes in 9th and 10th grade for English and Math.

7. Family, school, district and community resources available to assist underperforming students:

DISTRICT: *The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: Currently, the following family, school, and community resources were identified that are available to assist under-performing students:

- Σ Student Study Team (SST) and Student Attendance Team (SAP)
- Σ Local community organizations, such as the Omega Boy's Club, the Boy's and Girl's Club, ROP, EAOP program, SF Career Access Center, PACT (Plan of Action for Challenging Times), SF State at-risk program, YMCA, Summer Bridge (UC Berkeley), Upward Bound (USF), and the Kramer Program.
- Σ Tutorial from teachers and college students through partnerships with UC Berkeley and the SFSU PAD program.
- Σ Tutorial from parents and siblings. The mathematics department will continue to make Parent Guides available for parents and guardians that wish to help their child in Algebra, Geometry or Advanced Algebra.
- Σ Saturday School program for students at risk of failure, allowing students to make up missed credits.
- Σ Seven-period day allows underperforming students to take extra support classes in math and English, and to re-take classes if necessary.
- Σ Parent conferences which inform parents of student's progress and to create partners with families to help underperforming students.
- Σ Our parents have a wealth of language skills that could be tapped to help other parents in need of translation to participate in school functions.

8. School, district and community barriers to improvements in student achievement:

SITE: The following school, district and community barriers to improvements in student achievement were identified:

- Σ **Poor communication between Burton and family/community** – Therefore, staff and parents would like to see new forms of communication develop, such as a functioning and up-to-date website, an annual Burton events calendar distributed in the Fall, and a monthly newsletter that contains updated information and tips for parents.
- Σ **Parents do not feel welcome and cannot access information easily** -- Therefore, staff and parents would like to see the creation of a “parent’s corner” with information, calendars, handouts, etc. Also, having a parent conference with workshops to inform parents of upcoming events and help parents navigate Burton (and SFUSD’s) systems will demystify the programs and processes that students must go through.
- Σ **Lack of organized PTSA** – Many parents expressed an interest in starting a PTSA for next year.
- Σ **Parents are not informed of attendance issues in a timely fashion** – Often, parents are not aware of attendance problems until report cards arrive. Therefore, the installation of an “auto dialer” that will call parents whenever a student is absent will give parents immediate information about the attendance of their child.
- Σ **Special Education needs better supervision and needs to be integrated into Burton’s program.**
- Σ **Detention Center (room 136) is not a learning environment** – Therefore, students that most need help academically often end up spending the most time out of class.
- Σ **Poor Heat/cooling in several classrooms** – Currently, some classrooms are not conducive to learning due to environmental conditions (temperature, poor circulation, etc.). Therefore, these building conditions need to be rectified.
- Σ **Major STAR test is not aligned to State or District standards** – This prevents our students from showing their knowledge on this standardized test.
- Σ **No bilingual aides or tutors are available to support ELL students in class or after class.**
- Σ **Lack of English proficiency of parents to support ELL students with homework and reading.**

9. **Limitations of the current program to enable underperforming students to meet standards:**

SITE: The following limitations of the current program were identified:

- Σ **Tutoring is not attracting the low-performing students** – Therefore, tutoring needs to become more accessible and advertised broadly to all students. Each major academic subject should create signs for how students can receive tutoring in their particular subject.
- Σ **Parents do not know what resources are available and are sometimes excluded from events due to language** – Therefore, staff and parents would like to see the new forms of communication (website, annual calendar, parent conference with workshops and monthly newsletter offered in multiple languages.
- Σ **Truancy is still preventing underperforming students from achieving** – Therefore, staff and parents would like to see a multi-pronged approach to reducing truancy, particularly in 9th and 10th grades when bad habits are formed.
- Σ **Low self-esteem is preventing underperforming students from achieving** – Therefore, the creation of a peer counseling program with a mentoring program, along with having teachers become weekly advisors to a set of students would help eliminate the self-esteem barrier that some students face.
- Σ **Detention center is not meeting the needs of students who are regularly delinquent** – Staff and parents strongly agreed that the practice of having the detention center must be eliminated and replaced with a new plan that would have delinquency dealt with by the teachers themselves.
- Σ **Many students are coming to high school unprepared for basic 9th grade material in math and English.**
– Also, some teaching materials are beyond the abilities of students.
- Σ **Limited choices of academic coursework prevents students from feeling in control of their academic future.** – Therefore, if students specifically choose to take a class, they are more inclined to try and succeed in that class.
- Σ **Understaffed security department is unable to handle the security** – Therefore, many underperforming students that cut class or leave campus early are finding ways to get around the current security staff. More security is needed, preferably some female security with different language skills.

DATA CONCLUSIONS AND DISTRICT GOALS

Conclusions from Student Performance Trend Data:

Burton's data leads to the following four conclusions:

I. Burton has a diverse population and is balanced ethnically.

As the attached data shows, Burton's population during the 2000 – 2001 school year was composed of four main ethnic/racial groups: Asian/Asian American (28%), Black/African American (18%), Filipino/Filipino American (22%), and Hispanic/Latino (25%). In addition, socio-economically disadvantaged students made up 35% of our 9 – 11th grade population, while 19% of our student body was designated as "English Learners".

II. Burton's performance in mathematics has increased or has remained strong overall.

Since 1999, math has shown continual gains in the 9th and 10th grades, possibly due to the introduction of the Algebra Support class. However, the scores for 11th graders have not been consistent. Also, students performed higher on the math portion of the SAT than on the verbal portion (470 versus 412).

STAR Test Results (NPR for "Avg." Student Score)			
Total Math	1999	2000	2001
9 th grade	54	59	60
10 th grade	52	50	53
11 th grade	48	60	47

Interestingly, our EDY (Economically Disadvantaged Students) subgroup performed on par with the district average and even outperformed the district average in several areas: Total Math for 10th and 11th grade and Science in 11th grade.

III. Burton must raise student performance in Language Arts.

Burton's Total Reading and Language scores fell far short of the district average. Examining grade-level trends demonstrates that our 9th and 10th graders have remained relatively consistent in Reading, but again the 11th graders have shown a decrease in performance.

STAR Test Results (NPR for "Avg." Student Score)			
Total Reading	1999	2000	2001
9 th grade	30	30	29
10 th grade	28	25	28
11 th grade	29	33	19

Burton's Academic Lit class for 9th graders is gaining ground. According to the Integrated Writing Assessment (IWA), 69.1% were at or above the passing mark of 4. Compared to the district passing average of 70.8%, Burton 9th graders have successfully improved their writing skills. 2001 marked the first year

that LEP and Special Education students were included in the average scores. Therefore, without these groups, Burton's average increases to 86.4% which is a 6.4% increase from the 2000 school year.

Although the average among ELL students is above 40% on the STAR test, most are below 25% in the Language and Reading categories. Also, a significant number of ELL's also have not passed the district proficiency exams in Reading, Math, and Composition. Finally, on the CELDT test, students scored on average 3 – 5 in Reading and Writing, but scored at a level of 1 – 2 in Speaking and Listening.

IV. Burton's overall data indicates much room for growth overall across all student groups.

Further evidence that Burton must raise academic competence among all students is Burton's Academic Performance Index (API), which fell during the 2000 – 2001 school year from 599 to 566. Each ethnic subgroup fell between 30 to 40 points, with Black/African American students shown the most ground lost.

Data pertaining to 12th graders, SAT and ACT Tests, show that only 17.4% of our seniors score above 1000 and male students performed significantly better than female students.

AP Test score results show that the percentage of Burton students scoring a 3 or above (24.9%) is less than half the district average (58.4%), although it is close to the state average (30.5%). It was felt that this indicates that Burton has all students enrolled in an AP class take the AP test, regardless of each student's chance to pass.

Finally, the percentage of UC Berkeley admits dropped 27% from 1999 to 2000, while the number of Burton graduates attending a California State University increased 33%.

Conclusions from Parent, Teacher and Student Surveys and community meetings:

I. Burton's underperforming students are not receiving adequate services.

ΣTruancy is a serious problem at Burton. It is all too often the students most in need of our help who are not in class. Additional personnel must be hired to inform parents immediately when are not in class. The current tardy policy of holding students in 136 must be eliminated, as it is not taken seriously and does not serve the needs of our students.

ΣMore security guards must be hired to enforce the Burton Attendance Policy, especially female and bilingual guards.

ΣCounselors are currently assigned too many students. Many of the students most in need of services are falling through the cracks.

ΣExisting tutoring programs must be augmented and further publicized to students.

ΣUnderperforming students require more support classes to improve basic skills in reading, writing, and math.

ΣStudents and parents have expressed an interest in conflict management training for students.

ΣSaturday school must be reformed to create a more cohesive, academically rigorous program.

ΣBurton must consider structural reforms to improve student success, such as 9th grade houses, block

scheduling, advisory periods, and extended lunch periods.

II. School-wide educational resources and materials must be enhanced.

ΣBurton must provide library access to all students, including the expertise of a full-time credentialed librarian.

ΣTextbook resources at Burton are inadequate.

ΣBurton must augment the technology, laboratory, and computer resources available to all students.

ΣAP and Honors courses must be enhanced, and special efforts must be made to increase representation of Latino and African-American students in these classes. Students should be better informed about requirements for these classes, and extra support services should be extended to interested students.

ΣStudents with reading and writing skill deficits require enhanced resources such as a literacy specialist and extra support.

III. Parental involvement is essential to Burton's success. Strategies must be developed to include parents of diverse backgrounds and interests.

ΣParents whose primary language is not English have expressed dissatisfaction with limited translation services.

ΣParents have identified an information gap between the school and the community. Information about parent conferences, truancy, special bell schedules, upcoming events, and educational opportunities is not reaching the parents of our students.

ΣParents have expressed a desire for informal parent and parent/staff gatherings to strengthen the relationship between school and community.

ΣParents would support the organization of an annual educational Parent Conference.

ΣThe needs of all students would be better served by the creation of a strong Burton PTSA.

IV. Burton must find ways to increase student pride in a clean, safe, caring school environment.

ΣRepair, maintenance, and inspection of the school facility, such as the boilers and the soccer field bleachers, needs to occur regularly to ensure a safe, appropriate environment for all students.

ΣCreate avenues for students to express desires, make choices, and contribute to the school program. This will empower students to participate meaningfully.

ΣEnhance extracurricular programs so that students have more opportunities to participate in school activities. This will increase school pride

V. Burton must remain focused on academics. Decisions must be made to reduce or eliminate barriers to student learning. This includes disruptions of class time for announcements, assemblies, meetings, etc. as well as unannounced schedule changes.

*SCHOOL'S OBJECTIVES FOR EACH OF THE DISTRICT'S GOALS
BASED ON ANALYSIS OF DATA*

1. **Academic Achievement:** Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.
 - A. The Burton English department will continue to create and revise reading curriculum in the ninth grade Academic Literacy course. This curriculum will concentrate on improving the appropriate skills that the STAR9 has identified as areas that need improvement. In addition to the STAR9 test, Burton will also use the IWA test to evaluate the success of our reading and writing skills. During the 2002-2003 school year Burton will add Academic Literacy to the tenth grade, in an effort to address the students who have not shown adequate improvement in reading and writing.

The Burton Math department will continue to offer support classes in the ninth grade and will add support in the tenth grade for students who have yet to master the basic math skills.
 - B. It is Burton's intention to hire a full time librarian in an effort to increase the access to the library for all students. It is also our hope that the library skills of our students will be improved with a library curriculum that will be implemented by the new librarian.

2. **Academic Equity:** Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.
 - A. Burton will work diligently to publicize, identify, and encourage African American and Latino students to participate in honors and A.P. courses.
 - B. Burton will continue to close the achievement gap that exists between our lowest scoring and highest scoring students.

3. **Initiatives to Improve Instruction:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.
 - A. In an effort to lessen the confusion and disorder during the beginning of the school year, Burton will finalize the master schedule before the beginning of the school year. In addition, Burton will also divide the semesters so that students complete their final exams before the Christmas break.
 - B. Smaller class sizes will be instituted at all grade levels to improve instruction. In addition modified scheduling such as block scheduling, early/ late schedule, and different start and end times will also be considered.

4. **School Climate:** Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.
 - A. In an effort to foster school pride, Burton will improve the conditions of campus facilities, such as bleachers and classroom maintenance, etc.
 - B. Burton will develop a cohesive and uniformly enforced attendance policy, including the hiring of a truancy officer to notify parents of student absences, the abolishment of the detention center in 136, and the augmentation of security staff.

5. **Parent and Community Involvement;** Significantly increase the involvement of a broad base of parents and community at the school level.
 - A. Burton will elect a strong PTSA to advocate for student and community needs, to review schoolwide policies, to spearhead outreach efforts, and to make important contributions to the Burton community.
 - B. A systematic plan to improve parent-school communication will be implemented. Components of this plan will include an updated website, a parent hotline and/or newsletter, an semi-annual parent education conference, and translation services for all parent materials.