

# The Single Plan for Student Achievement

**School:** Sherman E. Burroughs High School  
**CDS Code:** 15-73742-1531367  
**District:** Sierra Sands Unified School District  
**Principal:** Bryan Auld  
**Revision Date:**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Sherman E. Burroughs High School's Vision and Mission Statements

#### Vision

The Burroughs High School community values programs which foster academic, vocational, and social skills; a safe, nurturing, and challenging learning environment; and respect for diverse groups, people, and ideas.

#### Mission

##### Critical Thinking/Problem Solving

Students will achieve proficiency of the California academic standards; demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation; and acquire fundamental scientific, mathematical, and technological literacy.

##### Communication Skills

Students will demonstrate the fundamental communication skills of reading, writing, listening and speaking through academic, vocational, and social activities or projects.

##### Personal and Social Skills

Students will work effectively with others, be responsible citizens, demonstrate integrity, and have an awareness of the world's various viewpoints, belief systems and cultures.

## School Profile

Burroughs High School is a comprehensive four-year high school, built on its current site in 1958 but currently undergoing an extensive modernization effort. The school serves the Indian Wells Valley and encompassing the communities of China Lake, the Rand Mining District, Ridgecrest, and Inyokern, California. The 2010 census calculates that approximately 27,000 people live in Ridgecrest. The major industries and employers in the area include the Naval Air Warfare Center, Weapons Division, China Lake (NAWC), contractors supporting NAWC, the Ridgecrest Hospital, retail sales, Rand Mining Company, Briggs Mining Company, and IMC Chemical Company. Most of the community either directly or indirectly relies on NAWC for their economic livelihood. Burroughs High School is the only comprehensive public high school in the area and is augmented by Mesquite Continuation High School. The community also has access to a private high school in town and options for charter and/or for-profit online schools.

#### State/federal program mandates:

Burroughs is part of Sierra Sands Unified School District. Sierra Sands Unified School District is currently in Program Improvement (PI), but Burroughs itself is not a PI school. In the fall of 2013, Sierra Sands USD entered Year 3 PI and remains in that status due to the transition to the new accountability system in the state; and three elementary schools, comprised of Faller (year 2 PI), Pierce (year 2 PI), and Richmond Elementary (year 3 PI) remain in Program Improvement.

In 2013 Burroughs met 12 of the 18 criteria within the Adequate Yearly Progress (AYP). Because of changes in the accountability system, Burroughs is now held accountable for most students who have transferred to an alternative high school setting.

#### Parent community organizations:

Burroughs is supported by strong parent advocacy. Our PTO, Music Boosters, and Athletic Boosters provide their time, energy, and finances to support student achievement. They are key to enhancing and enriching student experiences here at Burroughs. Parents provide input through frequent Principal Coffees, which allow a friendly forum for parents to communicate to staff on needs. Our volunteers make the good things happen here at Burroughs. School groups can travel to other states and countries because our parents support enrichment.

#### Community foundation programs:

Burroughs is supported by the B Mountain Foundation, which does its utmost to provide the best educational experience for all students at Burroughs High School. The foundation is comprised of parents, alumni, and teachers, and retired teachers all of whom recognize the long-term benefits of a quality education.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

Every spring a survey is created for parents. The parent survey is posted on the school website for parents to take at whatever time is convenient. The survey is comprised of questions about student engagement, parent involvement, and the degree to which parents felt the school effectively communicated. Past surveys indicate that, in general, parents value communication regarding student success.

### Classroom Observations

Administration conducts formal evaluations for permanent teaching staff every two years. New, or probationary teachers, are formally evaluated two times every year. Informal observations (walk throughs) are conducted throughout the year for all teachers and programs. We find that professional development in the areas of Professional Learning Communities (PLC) and Advancement Via Individual Determination (AVID) are regarded by staff as informative and valuable in the ongoing improvement process.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (CAASPP, CELDT, benchmarks) are reviewed in late August and September to identify the school's focus. District pacing calendars in Language Arts and Math, as well as the State Curriculum Frameworks and standard blueprints, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in PLC groups segregated by department and course to analyze student data, develop curriculum, create action plans, and discuss, model, and observe best practices.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Core departments use weekly collaboration time and professional development days to develop and/or modify common formative (benchmark) assessments in an effort to monitor student growth. Student progress is monitored closely and teachers of common grade levels and/or courses plan together in order to optimize academic progress.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified or meet appropriate criteria for assignment.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional Development is an ongoing process. PLCs meet weekly to collaborate regarding student progress as measured by common formative assessments as well as to develop common pacing guides around the CCSS. Additionally, the district provides department trainings monthly to provide support of CCSS implementation and of the work being done by PLCs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Burroughs High School's staff development has been predominantly in the area of implementing a Professional Learning Community (PLC), attendance by 8-12 teachers each summer at the annual AVID Institute, course comparability, mainstreaming RSP students into the general curriculum, review of D/F lists correlated to student achievement, and student incentives for motivation to perform well on standardized testing. The use of three collaboration days and PLC time to turn the focus from "what was taught" to "what was learned" through effective data-driven instruction based on strong assessment, analysis, action, and culture is the primary resource for accomplishing the aforementioned tasks.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. We continue to support site implementation of AVID. Through this implementation we are supporting interactive notebooks, critical reading, and Cornell Note-taking throughout the curriculum. Members of our faculty attend the AVID Summer Institute. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/analysis, and textbook adoptions in order to assist teachers in planning instruction. The district applied for and received a DOD tech grant which has provided resources including technology, web-based instructional support systems, and teacher support via full-time instructional coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have department-level meetings monthly during which they review benchmark assessments, analyze results, plan re-teaching, and examine the progress of target students. They also meet to collaborate in cross grade-level groups during our late start Wednesdays throughout the year. Teachers in selected grade levels/departments have attended training to learn to analyze data and design intervention strategies.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state-adopted textbooks & supplementary materials, Common Core state content standards, grade-level expectations, and the district pacing calendar to prepare weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Subject focus teams collaborate together using data from the benchmark assessments, state assessments, and teacher assessments to analyze student performance and adjust instruction accordingly. As a result of these efforts, many refinements have been made to our core academic pathways over the several years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. We administer four common assessments in the core departments during the school year. These common formative assessments provide valuable data regarding mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Administrators receiving intensive training on State Board of Education adopted instructional materials=1  
Teachers receiving intensive training on State Board of Education adopted instructional materials= 0  
All teachers receive training during the year of implementation of newly-adopted curriculum.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

AVID strategies  
Peer tutoring and lunch time intervention  
STEM and CTE  
Professional Learning Communities  
STEM Freshman course aimed at supporting academic achievement for students who have historically had difficulty with academic success.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students:

- TEAM TLC- Peer Tutoring monitored and facilitated by certificated faculty (tutoring center open Monday-Friday at lunch)
- District Nurse
- Mental Health Counselor (supported by SELPA)
- Resource Teachers: Special Education, ELD
- Peer tutors - AVID
- Instructional aides (special education)
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Family Resource Center
- Service group and other partnerships (China Lake Naval Weapons Center, PTSO)
- Extra-curricular clubs/organizations

Our school communicates with parents through:

- Parent Square Online and phone app
- BHS Facebook Page
- Parent informational meetings and visitations
- Back-To- School Night
- Superintendent’s Council
- Parent Teacher Conferences
- Principal's Coffee Meetings
- School Site Council
- ELAC meetings
- Translator on site one day per week
- PTO
- Parent Portal (Aeries-ABI)
- School web pages
- Automated phone system – School Messenger
- Other resources: e-mail distribution lists, parent boosters groups, newspaper, local radio

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council  
English Language Advisory Committee  
Superintendent's Council  
Principal's Coffee

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming student at this school include AVID, special education, paraprofessional support, LINK Crew, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library as well. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through follow-up interviews and by contacting parents when appropriate.

Translation services (Spanish) are provided as a centralized service through the district.

18. Fiscal support (EPC)

The District provides funding through general fund as prescribed by LCFF.

## **Description of Barriers and Related School Goals**

Our service area is geographically large and spread out. We find that a high percentage of the students within our total population who might benefit from intervention and extra assistance live in the outer parts of the service region. For many of these students, this means that they ride the bus to and from school and find it difficult to receive extra help before and after school. Additionally, these students find it difficult to participate in co- or extra-curricular programs that might draw in student interest and engagement.

Although it is difficult to directly attribute this reality to a decline in our student population, we have been told by many parents and students that attending an online school or some type of alternative charter, or "option" school, is easier to manage.

Loss of students to alternative programs is occurring at the same time that we have established our goal to increase rigor and the percentage of our students who complete "A-G" requirements. The answer to this challenge is to simultaneously increase rigor and student engagement while differentiating teaching and assessment in ways that support student interest and success.



**School and Student Performance Data**

**CAASPP Results (All Students)**

**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	324	300	313	294	312	291	96.6	97.3
All Grades	324	300	313	294	312	291	96.6	97.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2636.8	2651.7	35	41	40	37	15	16	10	6
All Grades	N/A	N/A	35	41	40	37	15	16	10	6

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	46	36	42	55	13	9
All Grades	46	36	42	55	13	9

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	48	57	42	34	11	9
All Grades	48	57	42	34	11	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	34	58	57	12	8
All Grades	30	34	58	57	12	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	49	53	42	41	9	6
All Grades	49	53	42	41	9	6

**Conclusions based on this data:**

1. Our students scored well above county and state averages in ELA. We attribute this to multiple factors: the integration of class sets of Chromebooks in ELA, the department's efforts to align the curriculum with the new CCSS, the administration of practice assessments, and the hard work of students and highly qualified instructors.

2. While this data affirms the strength of our program, there is a need to develop benchmark assessments for the students in the 9th and 10th grades to ensure they are making adequate progress towards preparation for the administration of the CAASPP in the 11th grade.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	324	300	313	294	313	292	96.6	98
All Grades	324	300	313	294	313	292	96.6	98

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2590.9	2590.8	16	17	22	18	27	30	35	35
All Grades	N/A	N/A	16	17	22	18	27	30	35	35

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	25	35	30	42	45
All Grades	23	25	35	30	42	45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	21	20	55	55	24	24
All Grades	21	20	55	55	24	24

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	25	59	52	22	23
All Grades	19	25	59	52	22	23

#### Conclusions based on this data:

1. While our math scores are disappointing, they are above both the county and state averages. Data clearly indicates that the implementation of the CCSS math standards statewide is much more difficult than for ELA.

2. Local graduation requirement only require two years of math. There is evidence that this contributed to our scores. The district will need to consider modifying this requirement in an effort to better prepare our students to be successful on the CAASPP. Requiring a third year of math is also more closely aligned to "A-G" requirements. However, many considerations must be discussed before the local graduation requirement is modified.
3. Efforts must continue to align our curriculum to the CCSS in an effort to better prepare our students to be successful on the CAASPP.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>		13	10	67	25	38	25	42	43	8	21	10		0	0
<b>10</b>	7	14	8	29	36	54	43	21	25	14	21	8	7	7	4
<b>11</b>	10	22	29	60	33	29	20	22	29	10	11	7		11	7
<b>12</b>	10	13	22	80	38	33	10	50	22		0	22		0	0
<b>Total</b>	7	15	15	57	31	41	26	35	31	9	16	10	2	4	3

#### Conclusions based on this data:

1. Data indicate that of the 46 students who were administered the initial CELDT assessment, most score intermediate or above. Therefore, most students are mainstreamed with support and monitoring. Those students who place below intermediate are provided intensive ELD support.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>		15	9	60	23	36	27	42	41	7	19	9	7		5
<b>10</b>	6	13	11	29	33	48	41	20	22	12	27	11	12	7	7
<b>11</b>	23	18	27	46	36	27	23	18	27	8	18	7		9	13
<b>12</b>	9	20	22	82	40	33	9	40	22			22			
<b>Total</b>	9	16	15	52	31	38	27	32	29	7	18	11	5	3	7

#### Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	46	55	68
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	46	55	68
Number Met	33	31	46
Percent Met	71.7%	56.4%	67.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	10	41	11	47	13	57
Number Met	--	26	2	23	4	32
Percent Met	--	63.4%	18.2%	48.9%	30.8%	56.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	307	352
Percent with Prior Year Data	100.0		100
Number in Cohort	306	307	352
Number Met	178	164	221
Percent Met	58.2	53.4	62.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	213	146	225	144	238	158
Number Met	42	69	49	54	69	77
Percent Met	19.7	47.3	21.8	37.5	29	48.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	Yes	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
<b>Met Target for AMAO 3</b>	<b>Yes</b>		<b>N/A</b>

#### Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data, the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data, the district will provide targeted support to Long Term English Language Learners.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #1:</b>
Provide an academic program fully aligned to the Common Core State Standards
<b>Data Used to Form this Goal:</b>
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
<b>Findings from the Analysis of this Data:</b>
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2017 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	Ongoing	Site administration, site leadership and faculty	Collaboration, Training- Professional Development	None Specified	District Funded	
Adopt/Purchase Common Core instructional materials	Ongoing	Assistant Superintendent of Curriculum and Instruction		None Specified	District Funded	
Develop and implement Common Core common assessments	Ongoing	Site administration, site leadership and faculty	Collaboration, Training- Professional Development	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	Ongoing	Site administration, site leadership and faculty	Collaboration, Training- Professional Development	None Specified	District Funded	
Identify and roll out resources and technological tools as needed	Ongoing	Principal, District	Instructional Materials	None Specified	District Funded	
Provide Illuminate training/coaching support	Ongoing	Assistant Superintendent of Curriculum and Instruction	Professional Development	None Specified	District Funded	
AVID implementation training.	Summer 2015	Assistant Principals, AVID site coordinator, teachers	Training- Professional Development	None Specified	District Funded	
Support professional development to access Common Core.	Ongoing	Principal, teachers	Professional Development	5000-5999: Services And Other Operating Expenditures	General Unrestricted	6500
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	2498
			Benefits	3000-3999: Employee Benefits	General Unrestricted	827
Purchase of supplies and equipment to support implementation of common core instruction.	Ongoing	Principal	Classroom supplies	4000-4999: Books And Supplies	General Unrestricted	17500
			Equipment	4000-4999: Books And Supplies	General Unrestricted	10000
Lease of copy machines to support supplemental instructional materials.	Ongoing	Principal	Copy services	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000
Maintenance of microscope inventory.	2015-2016 school year	Principal	Microscope repair	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2000
Maintain license for Turnitin.com for plagiarism detection for core classes	Ongoing	Principal	Annual license fee to maintain plagiarism service	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4630

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core</b>
<b>LEA GOAL:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>SCHOOL GOAL #2:</b>
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
<b>Data Used to Form this Goal:</b>
2016 SBAC Data
<b>Findings from the Analysis of this Data:</b>
78% of 11th grade students in ELA met or exceeded standards. 35% of 11th grade students in math met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Materials- Career Technical Education	2015-2016	Principal, Department Chair	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	16500
Instructional Materials- Visual and Performing Arts	2015-2016	Principal, Department Chair	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	16900
Instructional Materials- Foreign Language	2015-2016	Principal, Department Chair	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	200
Counseling Materials	2015-2016	Principal, Department Chair	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	200
Instructional Materials- Special Education	2015-2016	Principal, Department Chair	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	400



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #4, State Priority #1-Basic Services</b>
<b>LEA GOAL:</b>
Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #3:</b>
Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.
<b>Data Used to Form this Goal:</b>
2014 California Healthy Kids Survey and Spring 2015 District Student Survey results
<b>Findings from the Analysis of this Data:</b>
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	Ongoing	Principal		None Specified	District Funded	
Allocate appropriate funding for the the maintenance of facilities through custodial services.	Ongoing	Principal	Custodial Budget	4000-4999: Books And Supplies	General Unrestricted	21060
Allocate appropriate funding for the "beautification" of campus. In so doing, take into consideration that the Department of Defense modernization project will significantly improve the physical plant.	2015-2016 school year	Principal Leadership Team ASB student leadership	Campus Beautification	None Specified	None Specified	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintenance of utility vehicles used to facilitate site operations.	2015-2016 school year	Principal	Site utility vehicles maintenance	4000-4999: Books And Supplies	General Unrestricted	2800
				5000-5999: Services And Other Operating Expenditures	General Unrestricted	6200
Funding to replace and/or replenish library books for circulations.	Ongoing	Principal	Library books for circulation	4000-4999: Books And Supplies	General Unrestricted	2500
Funding allocated for Library Media services.	Ongoing	Principal	Library Media Center funding	4000-4999: Books And Supplies	General Unrestricted	1500
Music supplies and repairs.	Ongoing	Principal	Instrument repair and instructional supplies	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2000
				4000-4999: Books And Supplies	General Unrestricted	1000
Administrative supplies to support site/office operations.	Ongoing	Principal	Office equipment and supplies	4000-4999: Books And Supplies	General Unrestricted	5000
Implementation of Adolescent Substance Abuse Program	Ongoing	Principal	Student Services	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement</b>
<b>LEA GOAL:</b>
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
<b>SCHOOL GOAL #4:</b>
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
<b>Data Used to Form this Goal:</b>
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
<b>Findings from the Analysis of this Data:</b>
Continue to maintain/improve opportunities for stakeholder engagement.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	Ongoing	Principal		None Specified	None Specified	
Develop and implement strategies to improve school connectedness	Ongoing	Principal		None Specified	None Specified	
Maintain LINK Crew program as an effort to engage freshmen students before they start school and sustain a culture of support and success.	2015-2016 school year	Assistant Principal	Compensation for faculty facilitation	1000-1999: Certificated Personnel Salaries	General Unrestricted	4000
			Benefits	3000-3999: Employee Benefits	General Unrestricted	500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide diplomas for graduating seniors.	2015-2016 school year	Principal	Purchase of diplomas	4000-4999: Books And Supplies	General Unrestricted	3500
Ongoing communication regarding student academic progress	2015-2016 school year	Principal	Print shop	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2500
			Postage	5000-5999: Services And Other Operating Expenditures	General Unrestricted	10000
Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities	Ongoing	Principal, teachers	Publishing services through Daily Independent	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2600

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: LEAP #2, State Priority #5, State Priority #6</b>
<b>LEA GOAL:</b>
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
<b>SCHOOL GOAL #5:</b>
Annually increase percent of English Language Learners making progress in learning English.
<b>Data Used to Form this Goal:</b>
2014 -2015 Annual AMAO 1 Results
<b>Findings from the Analysis of this Data:</b>
2014-15 AMAO 1-CELDT: 53.4%
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual target for 2016 - 2017: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)		Assistant Superintendent of Curriculum and Instruction	Professional Development	None Specified	District Funded	
Provide newcomer class for English Learners (9-12)	Ongoing	Principal, teacher	Provide newcomer class for English Learners (9-12)	None Specified	District Funded	

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Services for Planned Improvements in Student Performance

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.</b>
<b>SCHOOL GOAL #1:</b>
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2016-2017	T. Switzer J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34746.58
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	12026.01

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	147,315.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	147,315.00
None Specified	3,000.00

## Summary of Expenditures in this Plan

### Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	46,772.59

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	6,498.00
3000-3999: Employee Benefits	1,327.00
4000-4999: Books And Supplies	99,060.00
5000-5999: Services And Other Operating Expenditures	40,430.00
None Specified	3,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	General Unrestricted	6,498.00
3000-3999: Employee Benefits	General Unrestricted	1,327.00
4000-4999: Books And Supplies	General Unrestricted	99,060.00
5000-5999: Services And Other Operating	General Unrestricted	40,430.00
None Specified	None Specified	3,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	47,955.00
<b>Goal 2</b>	34,200.00
<b>Goal 3</b>	45,060.00
<b>Goal 4</b>	23,100.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Richard Smith		X			
Carol Francis		X			
Ernestina Palerm-Wilson		X			
Chris Ostermann		X			
Bryan Auld	X				
Shari Rosenberg			X		
Michael Skipworth					X
Janelle Robins					X
Maliah Camacho					X
Ken Amster				X	
Kimberly Wade				X	
Anthony Conlon				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Bryan Auld  
Typed Name of School Principal

  
Signature of School Principal

12/5/16  
Date

Chris Ostermann  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

12/5/16  
Date