



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Sherman E. Burroughs High School
<b>Address</b>	500 East French Ave Ridgecrest CA, 93555
<b>County-District-School (CDS) Code</b>	15-73742-1531367
<b>Principal</b>	Bryan Auld
<b>District Name</b>	Sierra Sands Unified School District
<b>SPSA Revision Date</b>	December 11, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	December 21, 2018
<b>Local Board Approval Date</b>	January 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The adopted Vision and Mission is currently being reviewed and will possibly be modified as the school staff engages in the WASC Accreditation Self Study process. The following was adopted during the last Self Study in 2014.

## 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 having just completed 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, Sierra Sands Unified School District, 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.

## 2017-2018 Demographic data:

There were 1,453 total students enrolled: Grade 9- 412, Grade 10- 385, Grade 11- 347, and Grade 12- 309. There are two ethnic groups that make up the majority of the student population: Whites (58.57%) and Hispanic/Latino (25.67%). For Whites, this percentage represents a slight decrease while for Hispanic/Latino, there is a slight increase. Other ethnic populations include: American Indian (1.24%), African American (5.51%), Asian (3.23%), Filipino (3.10%), and Pacific Islander (1.65%). Of the 1,453 students, 61 were English Learners (4.1%), 182 students are identified as having a learning disability (12.5%), and 789 are classified as economically disadvantaged (54.9%). The 61 total English Learners enrolled was moderately fewer than the 72 enrolled in the 2016-2017 school year. There were 161 Fluent English Proficient students which was a significant increase from the 127 in the previous school year. Finally, there were 18 Reclassified Fluent English Proficient students which is also a significant increase from the 5 the year before.

## Parent community organizations:

Burroughs is supported by strong parent and community advocacy. Our PTO, Music Boosters, and Athletic Boosters provide their time, energy, and finances to support student activities. They are key to enhancing and enriching student experiences here at Burroughs. Parents provide input through School Site Council, the English Learners Advisory Committee, and a number of school presentations facilitated by administration.

## 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.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2018: Faculty meeting (8/13 & 8/22), ASB meeting (8/23), Classified Staff Meeting (8/28), Back to School (8/29)

September 2018: New Teacher Meeting (9/4), Site leadership meeting (9/5), Superintendent Council meeting (9/13), Faculty Meeting (9/19)

October 2018: Site leadership meeting (10/3), Career Technical Advisory Committee meeting (10/4), Faculty Meeting (10/17)

November 2018: ELAC meeting (11/1), Leadership Team meeting (11/7), Superintendent's Council meeting (11/8), Faculty meeting (11/14)

December 2018: Leadership Meeting (12/5), SSC meeting (12/11)

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.1%	1.1%	1.24%	15	16	18
African American	6.3%	6.5%	5.51%	88	92	80
Asian	2.3%	3.2%	3.23%	32	45	47
Filipino	1.8%	2.6%	3.10%	25	36	45
Hispanic/Latino	25.4%	24.2%	25.67%	356	340	373
Pacific Islander	1.1%	1.1%	1.65%	15	15	24
White	60.7%	60.0%	58.57%	852	844	851
Multiple/No Response	1.4%	0.0%	0%	20	0	0
<b>Total Enrollment</b>				1,403	1,407	1453

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		392	412
Grade 10		380	385
Grade 11		331	347
Grade 12		304	309
<b>Total Enrollment</b>		1,407	1,453

### Conclusions based on this data:

1. The largest ethnic population continues to be white despite a small decrease in the past two years. All of the other ethnic groups have remained consistent for the past three years.

2. Total enrollment is steadily increasing after having gone through many years of declining enrollment.
3. Class size decreases consistently by grade level. There is evidence that much of the decline in the upper grades is attributed to students transferring to the continuation school due to their credit deficiency.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	71	72	61	5.1%	5.1%	4.2%
Fluent English Proficient (FEP)	128	127	161	9.1%	9.0%	11.1%
Reclassified Fluent English Proficient	3	5	18	4.9%	7.0%	25.0%

### Conclusions based on this data:

1. In 2016-2017 the school and district restructured EL services to strategically position the EL Project Teacher/Coordinator on the BHS campus daily working with students, teachers and counselors. This on-site advocate has resulted in greater collaboration and support for the EL population, with particular success in redesignating LTELs.
2. There was a significant increase in the percentage of Reclassified students in 2017-18. Having the EL Project Teacher/Coordinator on campus has contributed significantly to a shift in the culture with regard to supporting EL students. This has also helped us to build capacity in other faculty/staff which has contributed to an increase in reclassification.
3. The implementation of weekly collaboration has also contributed to greater capacity among the faculty and staff and their ability to align curriculum and establish support structures.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	300	309	334	294	307	329	291	307	329	98	99.4	98.5
All Grades	300	309	334	294	307	329	291	307	329	98	99.4	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2651.	2646.	2640.	41	42.02	39.82	37	33.22	32.52	16	14.98	17.63	6	9.77	10.03
All Grades	N/A	N/A	N/A	41	42.02	39.82	37	33.22	32.52	16	14.98	17.63	6	9.77	10.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	44.63	46.81	55	43.32	42.55	9	12.05	10.64
All Grades	36	44.63	46.81	55	43.32	42.55	9	12.05	10.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	57	53.75	44.98	34	32.90	40.73	9	13.36	14.29
All Grades	57	53.75	44.98	34	32.90	40.73	9	13.36	14.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	34	36.16	33.74	57	54.40	55.32	8	9.45	10.94
All Grades	34	36.16	33.74	57	54.40	55.32	8	9.45	10.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	57.33	49.54	41	33.22	41.34	6	9.45	9.12
All Grades	53	57.33	49.54	41	33.22	41.34	6	9.45	9.12

**Conclusions based on this data:**

1. While our students continue to perform well above county and state averages in ELA, we have had a slight decline in scores in the past three years. In 2016-2017, we implemented an Effective Writing and Reading class to better support our students performing at the lowest levels.
2. Since 2015-2016, we have reversed the trend of student performance in Reading. More students now perform Above Standard than At or Near Standard. We attribute this to strategic inclusion of more critical-reading practice with fiction and non-fiction passages.
3. Since 2015-2016, student performance in Writing has trended downward. This has reinforced the need to align our junior-level curriculum to enable common writing assessments and practices.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	300	309	333	294	307	327	292	307	327	98	99.4	98.2
All Grades	300	309	333	294	307	327	292	307	327	98	99.4	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2590.	2576.	2572.	17	15.64	13.76	18	17.26	16.51	30	24.76	25.38	35	42.35	44.34
All Grades	N/A	N/A	N/A	17	15.64	13.76	18	17.26	16.51	30	24.76	25.38	35	42.35	44.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	21.82	19.27	30	27.69	27.22	45	50.49	53.52
All Grades	25	21.82	19.27	30	27.69	27.22	45	50.49	53.52

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	20.85	19.57	55	45.60	45.57	24	33.55	34.86
All Grades	20	20.85	19.57	55	45.60	45.57	24	33.55	34.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	19.87	18.96	52	51.79	54.13	23	28.34	26.91
All Grades	25	19.87	18.96	52	51.79	54.13	23	28.34	26.91

### Conclusions based on this data:

1. While our math scores are very low, 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 contributes 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. Statistically only those students completing Algebra 2 met or exceed standards and this does not represent the student population. While ICA are administered to all Juniors at BHS, the practice test only occurs one month prior to the CAASPP and is not followed up with remediation. IABs are not currently administered by most in the department since the material represents standards from Algebra 1, Geometry and Algebra 2 and is difficult to disaggregate.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1548.3	1548.9	1547.2	13
Grade 10	1564.5	1551.9	1576.5	11
Grade 11	1535.6	1541.0	1529.6	17
Grade 12	1576.7	1586.0	1567.1	15
All Grades				56

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	13
Grade 10	*	*	*	*	*	*	*	*	11
Grade 11	*	*	*	*	*	*	*	*	17
Grade 12	*	*	*	*	*	*	*	*	15
All Grades	17	30.36	20	35.71	11	19.64	*	*	56

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*			13
Grade 10	*	*	*	*	*	*			11
Grade 11	*	*	*	*	*	*	*	*	17
Grade 12	11	73.33	*	*	*	*	*	*	15
All Grades	33	58.93	12	21.43	*	*	*	*	56

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	13
Grade 10	*	*	*	*	*	*	*	*	11
Grade 11	*	*	*	*	*	*	*	*	17
Grade 12	*	*	*	*	*	*	*	*	15
All Grades	*	*	15	26.79	16	28.57	18	32.14	56

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	13
Grade 10	*	*	*	*	*	*	11
Grade 11	*	*	*	*	*	*	17
Grade 12	*	*	*	*	*	*	15
All Grades	21	37.50	25	44.64	*	*	56

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	84.62	*	*	*	*	13
Grade 10	*	*	*	*			11
Grade 11	12	70.59	*	*	*	*	17
Grade 12	12	80.00	*	*	*	*	15
All Grades	42	75.00	*	*	*	*	56

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	13
Grade 10	*	*	*	*	*	*	11
Grade 11	*	*	*	*	*	*	17
Grade 12	*	*	*	*	*	*	15
All Grades	*	*	20	35.71	28	50.00	56

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	13
Grade 10	*	*	*	*			11
Grade 11	*	*	*	*	*	*	17
Grade 12	*	*	*	*	*	*	15
All Grades	14	25.00	35	62.50	*	*	56

**Conclusions based on this data:**

1. In 2016-2017 we restructured our EL services and made it a point to have the EL Project Teacher/Coordinator on campus daily working with students, teachers, and counselors. This was a strategic move with the intention to establish an EL advocate on campus working with students and teachers. As a result, our numbers have improved.

2. Based upon these results, we have concluded that we have a strong LTEL population. In most cases, our LTEL students have been in the district for a number of years and have not been reclassified. We are finding that many of these students require additional levels of support.
3. Our reclassification has improved since 2016-2017 due to the support systems put in place.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,453	54.9%	4.2%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	4.2%
Foster Youth	2	0.1%
Homeless	6	0.4%
Socioeconomically Disadvantaged	798	54.9%
Students with Disabilities	182	12.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	5.5%
American Indian	18	1.2%
Asian	47	3.2%
Filipino	45	3.1%
Hispanic	373	25.7%
Two or More Races	15	1.0%
Pacific Islander	24	1.7%
White	851	58.6%

### Conclusions based on this data:







1. The largest ethnic population continues to be white despite a small decrease in the past two years. All of the other ethnic groups have remained consistent for the past three years.
2. Total enrollment is steadily increasing after having gone through many years of declining enrollment.
3. Socioeconomically disadvantaged and special education students will be monitored for needed interventions.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Yellow		

### Conclusions based on this data:

1. The percentage of students suspended continues to be significantly higher than the county and state averages. Although the rate decreased for some student groups, the overall percentage remained in the "maintained" category. Specifically, the group percentages are as follows: Red- English Language Learners, Orange- African American, Asian, Filipino, Students with learning disabilities, white Yellow- Hispanic and Socioeconomically Disadvantaged. Suspension rates decreased, although not significantly, in the following student groups: African American, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. The district invested significant resources and funding into providing professional development for staff with regard to student behavior. Two full days of training took place prior to the start of school which included training in Restorative Justice and Discipline in the Secondary Classroom. In addition, there has been a focus on developing and implementing tiers of intervention in an effort to implement alternatives to suspension.
2. While the graduation rate remains much higher than state or county averages, there was a 3% decline in 2017-2018. The graduation rate had been 97.9% and is now 94.9%. An investigation is ongoing into what caused the decrease. One variable that was found to have also changed is the number of students who graduated. Typically, a graduating class at Burroughs is approximately 320 students. There were only 292 last year. We will continue to monitor this data.
3. College and Career Readiness will be monitored by counselors and administration to provide support as needed.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>59.1 points above standard</p> <p>Declined -7.3 points</p> <p>319 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>88.4 points below standard</p> <p>Declined -53.1 points</p> <p>22 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>35.6 points above standard</p> <p>Increased 14.9 points</p> <p>165 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>80.2 points below standard</p> <p>Increased 3.8 points</p> <p>33 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 41.7 points above standard Declined -15.6 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.1 points above standard Declined -19.9 points 82 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Blue 76.4 points above standard Maintained 1.1 points 187 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123 points below standard Declined -68.2 points 15 students	Less than 11 Students - Data Not Displayed for Privacy 7 students	71.2 points above standard Maintained -1.7 points 271 students

**Conclusions based on this data:**

- While our students continue to perform well above county and state averages in ELA, we have had a slight decline in scores in the past three years. In 2016-2017, we implemented an Effective Writing and Reading class to better support our students performing at the lowest levels.
- Since 2015-2016, we have reversed the trend of student performance in Reading. More students now perform Above Standard than At or Near Standard. We attribute this to strategic inclusion of more critical-reading practice with fiction and non-fiction passages.
- There was a significant increase in the percentage of Reclassified students in 2017-18. Having the EL Project Teacher/Coordinator on campus has contributed significantly to a shift in the culture with regard to supporting EL students. This has also helped us to build capacity in other faculty/staff which has contributed to an increase in reclassification. However, the cohort of EL students who have not yet been reclassified continue to be an area needing growth. As has been the trend, performance declined again during the 2016-2017 school year.

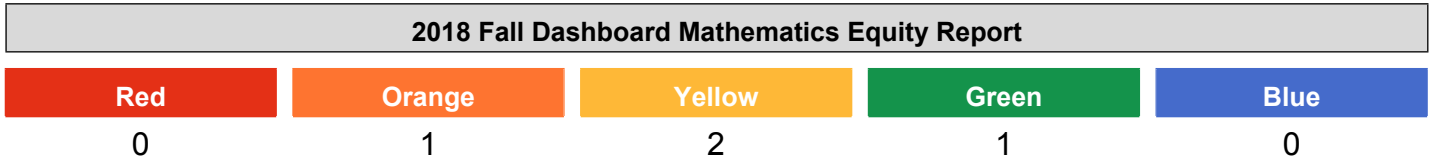
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 53.2 points below standard Declined -4.3 points 318 students	<p><b>English Learners</b></p>  No Performance Color 199 points below standard Declined -33.1 points 22 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 81.1 points below standard Increased 24.9 points 164 students	<p><b>Students with Disabilities</b></p>  Orange 180.6 points below standard Increased 28 points 32 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 120.9 points below standard Declined -63.3 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 97.2 points below standard Increased 4.4 points 82 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 32.6 points below standard Increased 4.1 points 186 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
221.9 points below standard Declined -34 points 15 students	Less than 11 Students - Data Not Displayed for Privacy 7 students	41 points below standard Maintained -0.6 points 270 students

#### Conclusions based on this data:

- While our math scores are very low, 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.
- Local graduation requirement only require two years of math. There is evidence that this contributes 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.
- There was a significant increase in the percentage of Reclassified students in 2017-18. Having the EL Project Teacher/Coordinator on campus has contributed significantly to a shift in the culture with regard to supporting EL students. This has also helped us to build capacity in other faculty/staff which has contributed to an increase in reclassification. However, the cohort of EL students who have not yet been reclassified continue to be an area needing growth. As has been the trend, performance declined again during the 2016-2017 school year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
56	30.4%	35.7%	19.6%	14.3%

### Conclusions based on this data:

1. While the number of students who were Reclassified has increased significantly, the suspension rate and college/career readiness data for those who have not been Reclassified is very poor. The suspension rate is "Very High" and only 26.1% are College/Career ready as compared to 53.8% schoolwide.
2. As has been concluded for other student groups, the graduation rate remains "high," however, there was an 8.7% decline which is statistically significant.
3. Students at level 1 and 2 will be provided intensive intervention.

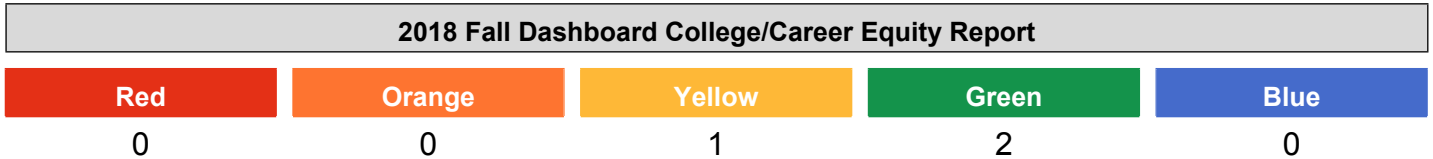
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 53.8% prepared Maintained -0.1% 292 students	<p><b>English Learners</b></p>  No Performance Color 26.1% prepared Maintained -1.2% 23 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 49.1% prepared Increased 6.6% 171 students	<p><b>Students with Disabilities</b></p>  No Performance Color 6.8% prepared Maintained -0.1% 44 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 36.4% prepared Declined -4.8% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 54.5% prepared 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 44.9% prepared Increased 5.9% 69 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 55.1% prepared Declined -2.7% 178 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

Class of 2016	Class of 2017	Class of 2018
53.2% <b>Prepared</b>	53.8 <b>Prepared</b>	53.8 <b>Prepared</b>
36.4% <b>Approaching Prepared</b>	36.7 <b>Approaching Prepared</b>	32.2 <b>Approaching Prepared</b>
10.4% <b>Not Prepared</b>	9.4 <b>Not Prepared</b>	14 <b>Not Prepared</b>

**Conclusions based on this data:**

1. We have maintained a 53.8% rate of preparedness for high school graduates, exceeding the state level.
2. Our Hispanic and SED student populations both experienced increases in college preparedness levels. Our Hispanic student group increased 5.9%, while our SED population increased 6.6%.
3. All students will be monitored for college and career readiness by counselors and administrators,



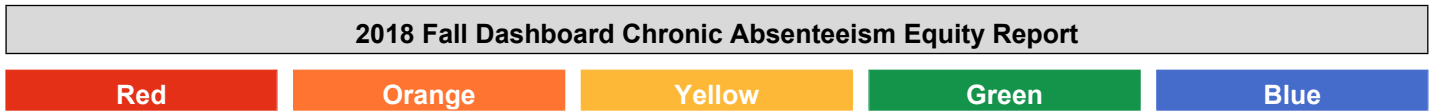
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

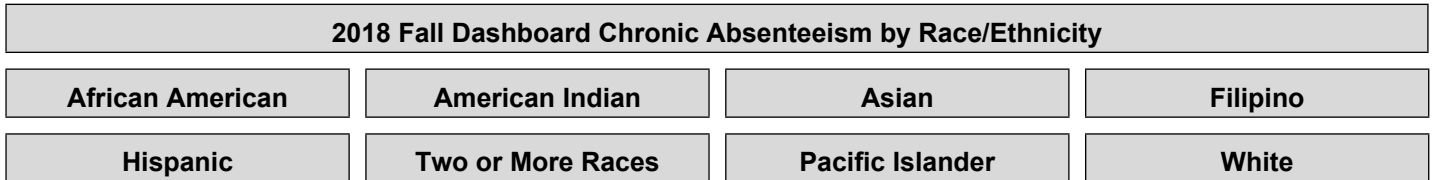
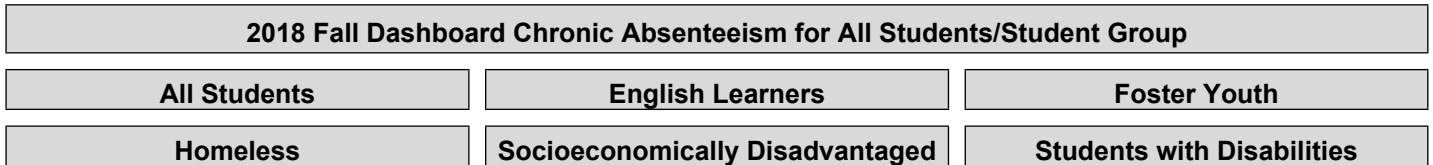
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Conclusions based on this data:

1. Does not apply to high school.

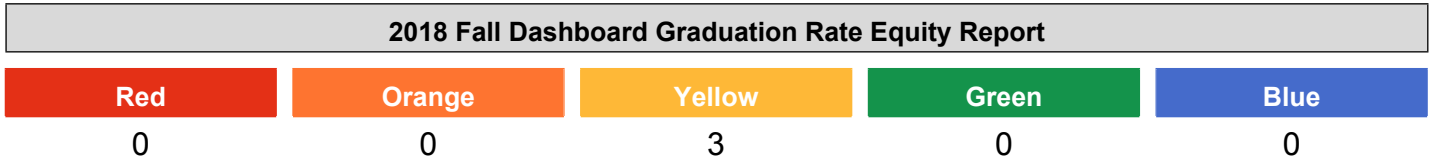
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 94.9% graduated Declined -3% 292 students	<p><b>English Learners</b></p>  No Performance Color 91.3% graduated Declined -8.7% 23 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 92.4% graduated Declined -4.8% 171 students	<p><b>Students with Disabilities</b></p>  No Performance Color 72.7% graduated Declined -16.9% 44 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 90.9% graduated Declined -9.1% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 100% graduated 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.2% graduated Declined -2.7% 69 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 94.9% graduated Declined -2.8% 178 students

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

**2018 Fall Dashboard Graduation Rate by Year**

2017	2018
97.9% graduated	94.9% graduated

**Conclusions based on this data:**

1. Our graduation rate significantly exceeds the state's; however, we experienced a 3% decline overall.
2. Our SED student population experienced a 4.8% decline.
3. We have implemented a credit recovery program to support student graduation efforts. We will work with our counseling staff to investigate factors contributing to this decline.

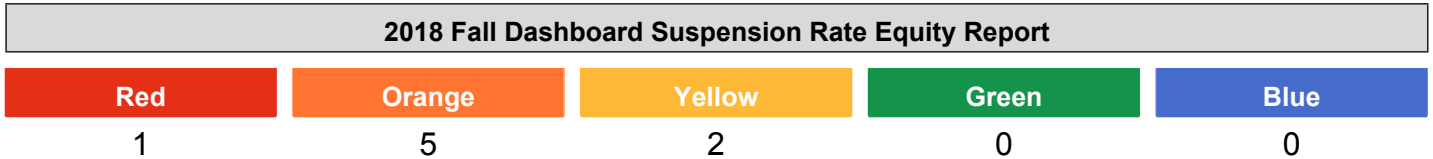
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 8.2% suspended at least once Maintained -0.2% 1535 students	<p><b>English Learners</b></p>  Red 12.9% suspended at least once Maintained -0.1% 70 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 6 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 10.9% suspended at least once Declined -2.4% 859 students	<p><b>Students with Disabilities</b></p>  Orange 14.1% suspended at least once Declined -1.3% 199 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.9% suspended at least once Declined -4.7% 89 students	 No Performance Color 5% suspended at least once Increased 5% 20 students	 Orange 6.3% suspended at least once Increased 1.9% 48 students	 Orange 2.2% suspended at least once Increased 2.2% 46 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.5% suspended at least once Declined -3.9% 400 students	 No Performance Color 0% suspended at least once Declined -5% 18 students	 No Performance Color 0% suspended at least once Declined -12.5% 24 students	 Orange 8.1% suspended at least once Increased 2% 890 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	8.5% suspended at least once	8.2% suspended at least once

**Conclusions based on this data:**

1. While our overall suspension rate is more than double the state average, it has fluctuated less than one percent.
2. Our suspension rate has declined in two subgroups (African American and Students with Disabilities); however, we have seen no improvement with our rate for English Learners.
3. District resources have been invested in classroom management at the secondary level, specifically regarding restorative practices and positive behavior systems of support.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

State Priority #2-State Standards (Conditions of Learning; #4-Pupil Achievement (Pupil Outcomes); #7 Course Access

### Goal Statement

Provide a rigorous academic program which promises college and career readiness.

### LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

### Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	2.6 in ELA/ELD and 3 in math	Maintain/Increase to level 3 or 4 in ELA/ELD and math
11th grade CAASPP scores	11th grade ELA: 65% 11th grade Math: 27%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide non-instructional, basic site operation supplies (classroom, office, mailing).

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

2800

<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to maintain utility vehicles used to facilitate site operations
<b>Amount</b>	6200
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Maintenance of utility vehicles used to facilitate site operations
<b>Amount</b>	5000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Office supplies
<b>Amount</b>	4000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Diplomas for graduating seniors

## Strategy/Activity 2

2. Provide supplies and equipment to support the implementation of common core instruction.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Department Chairs, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	16578
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Classroom supplies- consumables such as paper, printer ink, staples, pads, paper clips, pencil sharpener, US Flags, and miscellaneous.
<b>Amount</b>	8500
<b>Source</b>	General Unrestricted

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Equipment- Printers, technology, furniture, and miscellaneous.
<b>Amount</b>	2000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	microscope repair
<b>Amount</b>	2000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Instrument repair
<b>Amount</b>	1000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplies for music

### Strategy/Activity 3

3. Provide technological tools to assist teachers in implementation of common core instruction.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5177
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	License for Turnitin.com for plagiarism detection in core classes
<b>Amount</b>	9243
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures



**Description**

Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, & Noodle Tools.

**Strategy/Activity 4**

4. Provide instructional materials for subject specific courses.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2018-2019

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	17750
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional materials for Career Technical Education
<b>Amount</b>	16900
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional materials for Visual and Performing Arts
<b>Amount</b>	200
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional materials for Foreign Language
<b>Amount</b>	400
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional materials for Special Education

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

State Priority #5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8- Other Pupil Outcomes (Pupil Outcomes)

### Goal Statement

Maximize student engagement and achievement.

### LCAP Goal

Maximize student engagement and achievement.

### Basis for this Goal

Identified needs based on SBAC assessment data and Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism rate by 1%
Suspension Rate	2016-17 Suspension Rate 8.5%	Maintain/Decrease Suspension rate by 1%
California Healthy Kids Survey	13% of 9th grade and 12% of 11th grade students strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide before/after school or lunch time academic interventions. BHS LCFF

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Department Chairs, Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

2. Provide evidence -based, supplemental academic intervention materials.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Department Chairs, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6755
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Lease of copy machines to support supplemental instructional materials

### Strategy/Activity 3

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Department Chair, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2600
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities
<b>Amount</b>	200
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Counseling materials- office materials.
<b>Amount</b>	2500
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Replace and/or replenish library books for circulations
<b>Amount</b>	1500
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Library media services- Print services for students.
<b>Amount</b>	4000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Faculty compensation for facilitating LINK Crew
<b>Amount</b>	500
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits for facilitating LINK Crew

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

State Priority #3-Parental Involvement (Engagement)

### Goal Statement

Grow family and community partnerships that benefit students.

### LCAP Goal

Grow family and community partnerships that benefit students.

### Basis for this Goal

District LCAP Parent Survey results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	2018 Spring LCAP Parent Survey: 82% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide monthly family events to increase parent/guardian engagement.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Counselors, Department Chairs, Teachers

#### Proposed Expenditures for this Strategy/Activity

Description
Currently funded through the College Readiness Block Grant.

#### Strategy/Activity 2

2. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Department Chairs, Counselors, Teachers

### Proposed Expenditures for this Strategy/Activity

#### Description

Currently funded through the College Readiness Block Grant.

### Strategy/Activity 3

3. Provide ongoing communication with families regarding student academic success.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

#### Amount

1500

#### Source

General Unrestricted

#### Budget Reference

5000-5999: Services And Other Operating Expenditures

#### Description

Print shop for parent communication

#### Amount

10000

#### Source

General Unrestricted

#### Budget Reference

5000-5999: Services And Other Operating Expenditures

#### Description

Postage

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

State Priority # 1 Basic Services (conditions of Learning)

### Goal Statement

Guarantee safe and well-maintained facilities.

### LCAP Goal

Guarantee safe and well-maintained facilities

### Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Exemplary	Maintain/Increase FIT rating

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Support safe and well-maintained facilities.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	24155
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

**Description**

custodial supplies



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

State Priority #1-Basic Services (Conditions of Learning)

### Goal Statement

Develop, value, and retain a high-quality diverse educational team.

### LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

### Basis for this Goal

Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-2018 Number/rate of fully credentialed teachers 54/64 or 84%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide professional development in identified areas of site need and district initiatives.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Department Chairs, Teachers, Counselors

#### Proposed Expenditures for this Strategy/Activity

Description	Avid Implementation Training- Currently funded through the College Readiness Block Grant.
Amount	6500

<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional Development: Travel expenses, conference registrations, and meals.
<b>Amount</b>	2498
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for teachers attending professional development
<b>Amount</b>	827
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits for teachers attending professional development

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

Provide an academic program fully aligned to the Common Core State Standards

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase APS Rubric Score from district average of 2 in ELA/ELD and 2 in math	2017-2018 APS Site Rubric Scores: ELA/ELD- 2.6 Math-3

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop Common Core instructional materials	Common Core materials were developed and implemented.	Collaboration, Training-Professional Development District Funded	Collaboration, Training-Professional Development District Funded
Adopt/Purchase Common Core instructional materials	Adopted and purchased ELA/ELD instructional materials in 2017-18 school year.	Common Core instructional materials District Funded	Common Core instructional materials District Funded
Develop and implement Common Core common assessments	Common Core assessments were developed and implemented.	Collaboration, Training-Professional Development District Funded	Collaboration, Training-Professional Development District Funded
Identify best practices of CCSS	Best practices of CCSS identified.	Collaboration, Training-Professional Development District Funded	Collaboration, Training-Professional Development District Funded
Identify and roll out resources and technological tools as needed	Resources and technological tools identified and rolled out as needed.	Instructional Materials District Funded	Instructional Materials District Funded
Provide Illuminate training/coaching support	Illuminate training and coaching support was provided.	Professional Development District Funded	Professional Development District Funded
AVID implementation training.	AVID implementation training was provided.	Training- Professional Development District Funded	Training- Professional Development District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support professional development to access Common Core.	Professional development provided to access Common Core.	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	Professional Development 5000-5999: Services And Other Operating Expenditures General Unrestricted 3124.55  Substitutes 1000-1999: Certificated Personnel Salaries 3472  Benefits 3000-3999: Employee Benefits General Unrestricted 354
Purchase of supplies and equipment to support implementation of common core instruction.	Supplies and equipment were purchased to support the implementation of common core instruction.	Classroom supplies 4000-4999: Books And Supplies General Unrestricted 20000  Equipment 4000-4999: Books And Supplies General Unrestricted 8500	Classroom supplies 4000-4999: Books And Supplies General Unrestricted 33616.31  Equipment 4000-4999: Books And Supplies General Unrestricted 0
Lease of copy machines to support supplemental instructional materials.	Copy machines were leased to support supplemental instructional materials.	Copy services 5000-5999: Services And Other Operating Expenditures General Unrestricted 6000	Copy services 5000-5999: Services And Other Operating Expenditures General Unrestricted 6000
Maintenance of microscope inventory.	Microscopes were kept in good repair.	Microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 3250
Maintain license for Turnitin.com for plagiarism detection for core classes	Turnitin.com license was maintained.	Annual license fee to maintain plagiarism service 5000-5999: Services And Other Operating Expenditures General Unrestricted 5177	Annual license fee to maintain plagiarism service 5000-5999: Services And Other Operating Expenditures General Unrestricted 5177

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except no equipment was purchased to implement Common Core and expenditures budgeted cost more than anticipated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were two areas where the Proposed Expenditures and Estimated Actual Expenditures were significantly different: Classroom Supplies & Copy Services. Anecdotally, the increase in classroom supplies is attributed to replacing aging teacher printers, the cost of ink, and because teachers were displaced for modernization (had interrupted access to technology which lead to an increase in copied assignments & assessments. Circumstantially, the decrease in the expenditure for copy services is attributed to the fact that for a period of time two copiers were being paid for by a district budget (Technology Department).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Performance Data	Increase SBAC ELA performance by 1%. Increase SBAC math performance by 1%. Increase subgroups (SED, EL, and SPED) by 2%.	2017 2018 11th grade ELA: 69% 11th grade ELA: 65% 11th grade Math: 29% 11th grade Math: 32%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Materials-Career Technical Education	Instructional materials for Career Technical Education were provided. A summary of items includes: food supplies & ingredients for Culinary Arts, automotive supplies for Auto Mechanics, Gas for welding and steel for fabrication for Metal shop, wood/glue/paint/stain for wood shop, medical supplies for Health Careers, materials for PLTW.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 16500	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 18005.58
Instructional Materials-Visual and Performing Arts	Instructional materials for Visual and Performing Arts were provided. A summary of items includes: paper, paint, wire, glues, brushes, clay, glaze.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 1300	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 11345.64
Instructional Materials-Foreign Language	Instructional materials for Foreign Language were provided through a College & Career Readiness grant.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 200	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 0

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Counseling Materials	Counseling materials were provided. A summary of items includes: office supplies.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 200	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 116.85
Instructional Materials-Special Education	Instructional materials for special education were provided through district & SELPA funds.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 400	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 0
Instructional Materials-Physical Education	Equipment and materials provided for Physical Education. A summary of items includes: equipment such as balls, frisbees, tennis rackets, cones.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 1500	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 1197.55
Instructional Materials-Science	Instructional materials for science were provided. A summary of items includes: lab materials.	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 3550	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 3357.83

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except the visual and performing arts expenditures were vastly under-budgeted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were two areas where the Proposed Expenditures and Estimated Actual Expenditures were significantly different: CTE & VAPA instructional materials. The CTE expenditure was less significantly different than VAPA however, it would have been extremely different if it were not for a CTE grant the district received which offset costs. This academic year was the first year when schools did not receive ROP funding. Consequently, the CTE grant helped offset what would have been a significant budget shortfall. Compared to other high schools, we have a substantial Fine Arts department. The district funds approximately 4.3 FTE in Fine Arts who serve nearly 1000 students annually. The volume of student participation requires a significant volume of art supplies. This coupled with inflation in costs caused there to be this tremendous difference.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Student and Staff California Healthy Kids Survey	Increase the percentage of students and staff that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 9th and 11th grade district results below: 59% of grade 9 students believe their school is very safe or safe. 52% of grade 11 students believe their school is very safe or safe. 26% of the staff strongly agree that the staff are safe at school and 26% of the staff strongly agree that students are safe at school.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	District Funded	
Allocate appropriate funding for the the maintenance of facilities through custodial services.	Allocated appropriate funding for facility maintenance. A summary of items includes: sanitary items, trash bags, wax, soap, detergents, cleaning equipment, waterless urinal cartridges.	Custodial Budget 4000-4999: Books And Supplies General Unrestricted 21637	Custodial Supplies 4000-4999: Books And Supplies General Unrestricted 33616.31
Maintenance of utility vehicles used to facilitate site operations.	Maintained utility vehicles to facilitate site operations.	Site utility vehicles maintenance 4000-4999: Books And Supplies General Unrestricted 2800 5000-5999: Services And Other Operating Expenditures General Unrestricted 6200	Site utility vehicles maintenance 4000-4999: Books And Supplies General Unrestricted 5170.11 5000-5999: Services And Other Operating Expenditures General Unrestricted 6737.75



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Funding to replace and/or replenish library books for circulations.	Replaced and replenished library books.	Library books for circulation 4000-4999: Books And Supplies General Unrestricted 2500	Library books for circulation 4000-4999: Books And Supplies General Unrestricted 2261.12
Funding allocated for Library Media services.	Library Media services supplies were purchased.	Library Media Center funding 4000-4999: Books And Supplies General Unrestricted 1500	Library Media Services 5000-5999: Services And Other Operating Expenditures General Unrestricted 1081.85
Music supplies and repairs.	Musical instruments were repaired and supplies were purchased. A summary of expenditures include: repairing wind instruments, repairing string instruments, purchasing copy right permission for performance material.	Instrument repair and instructional supplies 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Instrument repair and instructional supplies 5000-5999: Services And Other Operating Expenditures General Unrestricted 1762.03
		4000-4999: Books And Supplies General Unrestricted 1000	Instructional supplies 4000-4999: Books And Supplies General Unrestricted 1121.41
Administrative supplies to support site/office operations.	Administrative supplies were purchased to support office operations. A summary of items includes: scantron forms, general office supplies, flags, technology.	Office supplies 4000-4999: Books And Supplies General Unrestricted 5000	Office supplies 4000-4999: Books And Supplies General Unrestricted 5169.94

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except utility vehicle maintenance was under-budgeted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS, data will be provided in both site and district grade levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were two areas where the Proposed Expenditures and Estimated Actual Expenditures were significantly different: Custodial Supplies. The significant increase in custodial costs is directly attributed to modernization. There are two very specific causes: 1. the addition of square footage including restrooms (waterless urinal cartridges are very expensive) and 2. the need to install dispensers, trash cans, and other sanitary stations in new or modernized spaces.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff parent survey responses and discussed concerns.		
Develop and implement strategies to improve school connectedness	Developed and implemented strategies to improve school connectedness.		
Maintain LINK Crew program as an effort to engage freshmen students before they start school and sustain a culture of support and success.	Maintained LINK Crew.	Compensation for faculty facilitation 1000-1999: Certificated Personnel Salaries General Unrestricted 4000	Compensation for faculty facilitation 1000-1999: Certificated Personnel Salaries General Unrestricted 4000
		Benefits 3000-3999: Employee Benefits General Unrestricted 500	Benefits 3000-3999: Employee Benefits General Unrestricted 500
Provide diplomas for graduating seniors.	Provided diplomas for graduating seniors.	Purchase of diplomas 4000-4999: Books And Supplies General Unrestricted 3500	Purchase of diplomas 4000-4999: Books And Supplies General Unrestricted 4790.95
Ongoing communication regarding student academic progress	Provided ongoing communication regarding student academic progress.	Print shop 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000	Print shop 5000-5999: Services And Other Operating Expenditures General Unrestricted 3314

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 10000	Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 10390.06
Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities	Published Blockbuster.	Publishing services through Daily Independent 5000-5999: Services And Other Operating Expenditures General Unrestricted 2600	Publishing services through Daily Independent 5000-5999: Services And Other Operating Expenditures General Unrestricted 4800.30

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except diplomas and publishing services were vastly under-budgeted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because the metrics utilized are outdated, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 4. In 2018 Dashboard data will be provided in both site and district levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to higher costs of implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

Annually increase percent of English Language Learners making progress in learning English.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	2016-100% 2017-72.9% Declined significantly -27.1%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Provided professional development on ELA/ELD instructional model.	Professional Development District Funded	Professional Development District Funded
Provide newcomer class for English Learners (9-12)	Provided newcomer class for English Learners (9-12).	Provide newcomer class for English Learners (9-12) District Funded	Provide newcomer class for English Learners (9-12) District Funded

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,283.00

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	161,283.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	161,283.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	6,498.00
3000-3999: Employee Benefits	1,327.00
4000-4999: Books And Supplies	101,483.00
5000-5999: Services And Other Operating Expenditures	51,975.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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	101,483.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	51,975.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ernestina Palerm Wilson	Classroom Teacher
Sadie Nutter	Classroom Teacher
Kelly Green-Jacotin	Classroom Teacher
Chris Ostermann	Classroom Teacher
Bryan Auld	Principal
Lindsay Johnson	Other School Staff
Francesca Arriaga	Secondary Student
Jada Ashley	Secondary Student
Emma Amster	Secondary Student
Celia Mills	Parent or Community Member
Colleta Baker	Parent or Community Member
Connie Williams	Parent or Community Member

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 11, 2018.

Attested:



Principal, Bryan Auld on 12/21/18



SSC Chairperson, Celia Mills on 12/21/18