

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
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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:

Contact Person: Bryan Auld
Position: Principal
Phone Number: (760) 499-1800
Address: 500 East French Street
Ridgecrest CA, 93555
E-mail Address: bauld@ssusd.org

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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, serving the Indian Wells Valley, which encompasses 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) remained in Program Improvement.

In 2013 Burroughs met 12 of the 18 criteria in within the Adequate Yearly Progress (AYP). Because of changed 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 PTSO, Music Boosters, 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, teachers, business leaders and civic organizations, all of whom recognize the long-term benefits of a quality education. The foundation has a focus on the high school specifically, but also contributes to the entire Sierra Sands Unified School District community.

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 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 blueprint standards, 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 grade level collaboration meetings 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 work diligently to plan together and implement common, formative (benchmark) assessments. 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 monthly to collaborate regarding the development of Best Instructional Practices, Focus on Freshmen, developing Common Grading practices, Student Retention, Integration of Technology and the reduction of D/F rates (as prescribed in our LCAP).

Additionally, department trainings occur regularly at the District Office in order to receive appropriate training for full implementation of Common Core.

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, departmental pacing guides, course comparability, mainstreaming RSP students into the general curriculum, review of D/F lists (correlated to student CST achievement), rigor, and student incentives for motivation to perform well on CST's. The use of four collaboration days (early (student) out days) was 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 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 during our four collaboration days throughout the year. Teachers in selected grade levels/departments have attended training to learn to analyze data and design intervention strategies. Additionally, we hold schoolwide collaboration days four times per year.

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 for 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. Our school gives 4 common assessments in English and science departments(beginning of the year plus three trimester benchmark assessments) during the school year that assess 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 encouraged to examine student work samples and meet at 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 Community

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
- ALEKS math
- 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, CAHSEE classes)
- Extra-curricular clubs/organizations

Our school communicates with parents through:

- 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
- PTSO
- Parent Portal (Aeries-ABI)
- EdLine and 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, ALEKS Math, CHOICES, CAHSEE support classes, special education, paraprofessional support, LINK Crew, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. This year, categorical funds provided the resources to staff The Learning Center four days per week, Monday-Friday. The Learning Center is a lunch time tutorial center where students receive tutoring from teachers and peers. 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. This means, that for many of these students, 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, as part of our school goals, the intent to increase rigor and the percentage of students who complete a-g requirements. The answer to this challenge is to simultaneously increase rigor, student engagement and, at the same time, differentiate teaching and assessment in ways that supports student interest and success.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,028	996		650	611		64	60		35	29	
Growth API	796	802		813	818		701	680		842	871	
Base API	784	803		813	820		673	707		854	844	
Target	5	A		A	A							
Growth	12	-1		0	-2							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	220	242		75	77		347	364		101	108	
Growth API	751	778		622	723		716	739		506	492	
Base API	698	760		595	635		692	729		494	523	
Target	5	5					5	5				
Growth	53	18					24	10				
Met Target	Yes	Yes					Yes	Yes				

Conclusions based on this data:

1. The data shows that students with disabilities have a 300+ point gap from the schoolwide API. Therefore, we need to find ways to sustain a highly qualified teaching department, determine the specific of needs of RSP and SDC, target intervention for students, and include special education teachers in general education (department) meetings.
2. The data shows that African American students perform lower than schoolwide and subgroup results. More importantly, as a subgroup, African American students are not demonstrating growth. Therefore, we need to identify specific strategies to improve performance and to increase parent awareness and involvement.
3. Based on the data, schoolwide, Hispanic, and English Learners demonstrate consistent and measurable growth. It is clear that we are supporting instructional programs and targeted services that yield success.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	97	99	98	97	99	95	100	89	100	100	84
Number At or Above Proficient	232	200	211	155	129	137	14	7	6	--	10	--
Percent At or Above Proficient	63.4	60.1	60.5	69.8	63.2	64.3	43.8	33.3	46.2	--	71.4	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	No	No	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	97	100	100	100	100	96	95	99	94	84	95
Number At or Above Proficient	42	40	57	4	9	5	56	57	64	4	4	7
Percent At or Above Proficient	52.5	51.9	55.9	15.4	34.6	19.2	45.5	43.5	44.1	14.3	12.1	14.6
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	Yes	--	--	--	Yes	No	No	--	--	--

Conclusions based on this data:

1. Schoolwide data results show a gradual decline in percentage of students at or above proficient. The implementation of a lunchtime tutoring center, TLC, aims to provide extended learning and intervention to increase student performance.
2. Students with Disabilities show a serious drop in student performance. A full review of instructional practices in SDC must be conducted. Students in RSP are fully included in the regular education program. Steps must be taken to insure appropriate support and reinforcement.
3. African American students experienced a decline in percentage at or above proficient. There is a gap in the achievement, which necessitates specific strategies to improve performance. Part of the response will include giving priority for AVID to African American students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	96	97	98	97	97	95	96	83	100	100	84
Number At or Above Proficient	208	204	209	138	131	140	12	6	5	--	12	--
Percent At or Above Proficient	56.8	61.4	60.6	62.7	64.2	66.7	37.5	30.0	41.7	--	85.7	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes	No	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97	100	100	97	100	97	95	97	97	79	93
Number At or Above Proficient	37	43	52	4	14	6	46	60	69	5	3	7
Percent At or Above Proficient	45.1	55.8	51.0	15.4	53.8	23.1	37.1	45.8	48.3	17.2	9.4	14.9
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes	No	--	--	--	No	No	Yes	--	--	--

Conclusions based on this data:

1. The data shows that the Hispanic subgroup declined in performance by 5%. Therefore, we will continue our efforts to improve student achievement.
2. The data shows inconsistency in the English Learners subgroup performance. Efforts to sustain and improve consistency will be studied and continued. This is also a focus of our LCAP.
3. Students with Disabilities score far below the schoolwide and other subgroup performance results. Specific intervention will be provided to SDC and RSP students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			8	67	3	25	1	8			12
10	1	7	4	29	6	43	2	14	1	7	14
11	1	10	6	60	2	20	1	10			10
12	1	10	8	80	1	10					10
Total	3	7	26	57	12	26	4	9	1	2	46

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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			9	60	4	27	1	7	1	7	15
10	1	6	5	29	7	41	2	12	2	12	17
11	3	23	6	46	3	23	1	8			13
12	1	9	9	82	1	9					11
Total	5	9	29	52	15	27	4	7	3	5	56

Conclusions based on this data:

1. The majority of EL students score Intermediate or above. Students benefit from being afforded opportunity in the regular curriculum with highly qualified teachers and integration with their peer group. Those students scoring below the Intermediate level are provided intensive ELD support.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	72	50	46
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	72	50	46
Number Met	43	33	33
Percent Met	59.7%	66.0%	71.7%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	22	59	10	43	10	41
Number Met	--	31	--	27	--	26
Percent Met	--	52.5%	--	62.8%	--	63.4%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. For 2013-14, Burroughs English Learner students met both AMAO 1 and 2 growth targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	No	Yes	Yes

Conclusions based on this data:

1. The 2013-14 data indicate that the district did not meet its AMAO 1 and AMAO 2 targets for annual growth, but did meet AMAO 3 for attaining English Proficiency and Adequately Yearly Progress. Based on this data, the district will continue to provide targeted services to our English Learners to support increased success.

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:

SUBJECT: LEAP #4, State Priority #1-Basic Services	
LEA GOAL:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
SCHOOL GOAL #1:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
Data Used to Form this Goal:	
Spring 2014 District Student Survey results	
Findings from the Analysis of this Data:	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
How the School will Evaluate the Progress of this Goal:	
Annual Target for 2015	
Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Collaborate with district personnel to communicate staffing needs.	Ongoing	Principal			
Allocate appropriate funding for the maintenance of facilities through custodial services.	Ongoing	Principal	Custodial Budget	4000-4999: Books And Supplies	General Unrestricted 21044
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.	2014-2015 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	Amount
Maintenance of utility vehicles used to facilitate site operations.	2014-2015 school year	Principal	Site utility vehicles maintenance	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	2800 6200
Funding to replace and/or replenish library books for circulations.	Ongoing	Principal	Library books for circulation	4000-4999: Books And Supplies	2500
Funding allocated for Library Media services.	Ongoing	Principal	Library Media Center funding	4000-4999: Books And Supplies	1500
Music supplies and repairs.	Ongoing	Principal	Instrument repair and instructional supplies	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	2000 1000
Administrative supplies to support site/office operations.	Ongoing	Principal	Office equipment and supplies	4000-4999: Books And Supplies	5000

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:

SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards	
LEA GOAL:	
Provide an academic program fully aligned to the Common Core State Standards	
SCHOOL GOAL #2:	
Provide an academic program fully aligned to the Common Core State Standards	
Data Used to Form this Goal:	
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	
Findings from the Analysis of this Data:	
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015 APS Rubric 2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Develop Common Core instructional materials					
Adopt/Purchase Common Core instructional materials					
Develop and implement Common Core common assessments					
Identify best practices of CCSS					
Identify and roll out resources and technological tools as needed					
Provide Illuminate training/coaching support					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID implementation training.	Summer 2014	Principal, 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	4000
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1500
			Benefits	3000-3999: Employee Benefits	General Unrestricted	175
Purchase of supplies and equipment to support implementation of common core instruction.	Ongoing	Principal	Classroom supplies	4000-4999: Books And Supplies	General Unrestricted	31400
			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.	2014-2015 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	4000

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:

SUBJECT: LEAP # 1, #3, and #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Reduce rate of students receiving a D or F in a core course
SCHOOL GOAL #3:
Reduce rate of students receiving a D or F in a core course
Data Used to Form this Goal:
Semester D/F rates in core courses
Findings from the Analysis of this Data:
Baseline data:
English:
Semester 1: 17.2%
Semester 2: 20.0%
History:
Semester 1: 24.0%
Semester 2: 22.0%
Math:
Semester 1: 23.7%
Semester 2: 30.6%
Science:
Semester 1: 25.3%
Semester 2: 28.8%

How the School will Evaluate the Progress of this Goal:

Annual targets for 2015:

English:

Semester 1: 16.2%

Semester 2: 19.0%

History:

Semester 1: 23.0%

Semester 2: 21.0%

Math:

Semester 1: 22.7%

Semester 2: 29.6%

Science:

Semester 1: 24.3%

Semester 2: 27.8%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Establish effective interventions for Grades 9-12					
Review, revise, and implement current homework policies and evaluate/revise as needed.					
Identify indicators in AERIES Analytics to monitor at-risk students					
Staff/parent training on district supported internet programs					
Identify, develop, and/or implement parent outreach programs					
Analyze disaggregated data for subgroup performance					
Increase counselor communication with student and parent/guardians of subgroup populations regarding progress					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Implement a tutoring center, called TEAM TLC, at lunch. A teacher will be assigned to this lunch period as one period of his/her teaching day.	2014-2015 school year	Principal, teachers	Provide Team TLC class	None Specified	District Funded
Meet with teachers to review D and F rates as well as develop strategies to address student needs and improve student achievement.	2014-2015 school year	Principal, teachers			

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:

SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Improve school connectedness and school climate for students
Data Used to Form this Goal:
2014 District Student Survey
2012-13 Data:
Suspension Rate
Expulsion Rate
Attendance Rate
Dropout Rate
Graduation Rate
Findings from the Analysis of this Data:
2014 District Survey data indicates that 60% of students agree that they look forward to coming to school each day.
2012-13 Data:
Suspension Rate: 8.8%
Expulsion Rate: 0.5%
Attendance Rate: 95%
Dropout Rate: 1.0%
Graduation Rate: 92.7%

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

2014 District Survey data indicates that 63% of students agree that they look forward to coming to school each day.

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Review student/staff/parent survey responses and discuss concerns					Amount
Develop and implement 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.	2014-2015 school year	Assistant Principal	Compensation for faculty facilitation	1000-1999: Certificated Personnel Salaries	General Unrestricted 4000
			Benefits	3000-3999: Employee Benefits	General Unrestricted 500
Provide diplomas for graduating seniors.	2014-2015 school year	Principal	Purchase of diplomas	4000-4999: Books And Supplies	General Unrestricted 3500
Ongoing communication regarding student academic progress	2014-2015 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

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners attaining English proficiency
Data Used to Form this Goal:
2012-13 Annual AMAO 2 (CELDT) Results
Findings from the Analysis of this Data:
2012-13 AMAO 2-CELDT: 22.1%
How the School will Evaluate the Progress of this Goal:
Annual target for 2015: AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)					
Provide new-comer class for English Learners (9-12)	Ongoing	Principal, teacher	Provide new-comer 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:

SUBJECT: Develop collaborative culture	
LEA GOAL:	
SCHOOL GOAL #6:	
Development of a collaborative culture.	
Data Used to Form this Goal:	
Specifically, information gathered through the accreditation self-study process led the faculty to agree that collaboration is necessary and the visiting committee supported this finding. Generally, student performance data, faculty surveys and Common Core implementation.	
Findings from the Analysis of this Data:	
Administration and faculty agree that successful implementation of Common Core curriculum as well as developing common practices requires effective collaboration.	
How the School will Evaluate the Progress of this Goal:	
Student achievement data.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide opportunities for engaging in professional development.	Ongoing	Principal	Professional Development	5000-5999: Services And Other Operating Expenditures	General Unrestricted
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted
			Benefits	3000-3999: Employee Benefits	General Unrestricted
Provide professional development resources.	Ongoing	Principal	Professional materials	4000-4999: Books And Supplies	General Unrestricted

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	127,569	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	127,569.00
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

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,250.00
3000-3999: Employee Benefits	775.00
4000-4999: Books And Supplies	80,744.00
5000-5999: Services And Other Operating Expenditures	39,800.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	6,250.00
3000-3999: Employee Benefits	General Unrestricted	775.00
4000-4999: Books And Supplies	General Unrestricted	80,744.00
5000-5999: Services And Other Operating	General Unrestricted	39,800.00
None Specified	None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,044.00
Goal 2	57,075.00
Goal 4	23,100.00
Goal 6	5,350.00

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
Cody Pearce	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Cosner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Archer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tristan Kratz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Auld	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Babbit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bailey Hannafin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alexxa Varela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mallory McDaniels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tim Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Hudson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Paulsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	1	3	3

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

☐ 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

☐ 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 December 15, 2014.

Attested:

Bryan Auld

Typed Name of School Principal

B. Auld

Signature of School Principal

12/16/14

Date

John Cosner (Vice Chairperson)

Typed Name of SSC Chairperson

J. Cosner

Signature of SSC Chairperson

12/16/14

Date