

The Single Plan for Student Achievement

School: Burroughs High School
CDS Code: 15-73742-1531367
District: Sierra Sands Unified School District
Principal: Dave Ostash
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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:

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School Vision and Mission

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, which had 5,055 students in 2012. Sierra Sands Unified School District is currently in Program Improvement, but Burroughs itself is not a PI school. In the fall of 2012, Sierra Sands USD entered Year 2 PI, and three elementary schools, comprised of Faller, Inyokern, and Pierce, were year 1 PI, while Richmond Elementary entered Year 2 of Title 1 Program Improvement.

In 2012 Burroughs met 10 of the 18 criteria in 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 year a survey is created for parents. Using Quia, the parent survey is posted on the school website for parents to take at whatever time is convenient. Last spring we had a particularly high number of parents participate in the survey due to being in a full WASC accreditation/self study year. The survey asked questions about student engagement, parent involvement, and the degree to which parents felt the school effectively communicated. The number one priority that emerged from the survey was that parents viewed the web-based grade communication system, "PAMS," as the most useful communication tool. Parents expect all teachers to regularly use, update, and publish classroom grades so that parents know where their student stands on academic progress. Additionally, parents like the diversity in electives offerings, including CTE and STEM coursework.

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 thrus) are conducted throughout the year for all teachers and programs. We find that professional development in the area of Professional Learning Communities and 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 (CST, 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)

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. Site emphasis is on Professional Learning Communities (PLC) and AVID. The AVID program was implemented five years ago and incremental steps have been followed to "take AVID schoolwide." 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. This year many of our faculty and staff received training in at the summer PLC training in Las Vegas, NV. We are in our fourth year of 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 as well as Write-Path trainings at our County office throughout the regular school year. 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.

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, California content standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST 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 last three years. We have drastically reduced the number of sections of core courses that are "non-college prep," and increased the number of courses that qualify as A-G accepted courses by the UC/CSU system.

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= 3 (AB 70)
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 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 grade-level 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:

- The Learning Center (tutoring center open Monday-Thursday 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)
- Afterschool clubs
- Intervention
- Math Academy

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
- 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

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students are invited to the school for tours and exposure to the range of activities and opportunities available. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school. Ongoing professional development is coordinated to enhance articulation from one school level to the next.

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-Thursday. The Learning Center is a lunch time tutorial center where students receive tutoring from teachers and volunteers. 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 state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval.

18. Fiscal support (EPC)

The District provides funding through general fund, SLIBG, EIA-SCE, LCFF-ED, LCFF-EL, and GATE.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,011	1,028	996	655	650	611	61	64	60	29	35	29
Growth API	784	796	802	814	813	818	673	701	680	854	842	871
Base API	776	784	803	807	813	820	656	673	707	867	854	844
Target	5	5	A	A	A	A						
Growth	8	12	-1	7	0	-2						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	213	220	242	88	75	77	352	347	364	105	101	107
Growth API	697	751	777	592	622	722	692	716	739	494	506	489
Base API	687	698	760	616	595	635	690	692	729	508	494	523
Target	6	5	5				6	5	5	15		
Growth	10	53	17				2	24	10	-14		
Met Target	Yes	Yes	Yes				No	Yes	Yes	No		

Conclusions based on this data:

1. The data shows that students with disabilities have a 200+ point gap from the schoolwide API. Therefore, we need to find ways to sustain a highly qualified teaching department, determine the specific 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 persistently perform much 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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	97	98	98	97	96	95	100	100	100	100
Number At or Above Proficient	237	232	200	171	155	129	10	14	7	9	--	10
Percent At or Above Proficient	67.7	63.4	60.1	75.3	69.8	63.2	52.6	43.8	33.3	81.8	--	71.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	98	97	100	100	100	98	96	95	93	94	84
Number At or Above Proficient	31	42	40	9	4	9	51	56	57	11	4	4
Percent At or Above Proficient	41.9	52.5	51.9	27.3	15.4	34.6	41.1	45.5	43.5	28.9	14.3	12.1
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	--	--	--	No	Yes	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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	96	97	98	97	96	95	96	100	100	100
Number At or Above Proficient	206	208	204	144	138	131	8	12	6	9	--	12
Percent At or Above Proficient	59.2	56.8	61.4	64.0	62.7	64.2	42.1	37.5	30.0	81.8	--	85.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	97	98	100	97	98	97	95	96	97	79
Number At or Above Proficient	31	37	43	8	4	14	45	46	60	6	5	3
Percent At or Above Proficient	41.9	45.1	55.8	25.0	15.4	53.8	36.3	37.1	45.8	15.4	17.2	9.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1. The data shows that the Hispanic subgroup experienced significant growth in performance. Therefore, we will continue our efforts to sustain and build on this growth.
2. The data shows substantial growth in the English Learners subgroup. Efforts to sustain and build on this growth will be studied and continued.
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 (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	13	4	25	6	38	1	6	3	19	16
10	2	20	3	30	4	40	1	10	0	0	10
11	2	14	9	64	1	7	2	14	0	0	14
12	3	30	4	40	2	20	1	10	0	0	10
Total	9	18	20	40	13	26	5	10	3	6	50

Conclusions based on this data:

1. Data indicate that of the 50 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	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	18	4	24	6	35	1	6	3	18	17
10	2	20	3	30	4	40	1	10	3	21	10
11	3	17	10	56	3	17	2	11	0	0	18
12	4	29	6	43	2	14	2	14	0	0	14
Total	12	20	23	39	15	25	6	10	3	5	59

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		
	2010-11	2011-12	2012-13
Number of Annual Testers	92	72	50
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	92	72	50
Number Met	47	43	33
Percent Met	51.1%	59.7%	66.0%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	19	77	22	59	10	43
Number Met	--	38	--	31	--	27
Percent Met	--	49.4%	--	52.5%	--	62.8%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	Yes	*	Yes	*	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
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 2012-13, Burroughs English Learner students met both AMAO I and II growth targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Conclusions based on this data:

1. For 2012-13, data indicate that the district did not meet its AMAO I target for annual growth but did meet AMAO 2 and 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: ELA
LEA GOAL:
Provide an academic program aligned with the Common Core Standards adopted by California that support all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Implement effective teaching strategies and instructional delivery to support Common Core ELA Standards and refine grading commonality.
Data Used to Form this Goal:
Student performance results on common department assessments, aligned to Common Core.
Findings from the Analysis of this Data:
Training and attention to the transition to Common Core will enhance student learning outcomes.
How the School will Evaluate the Progress of this Goal:
Student assessment results on Common Core testing administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update and implement course outlines, pacing guides, and common department benchmarks. Benchmarks will be completed in the four core areas starting in 9th and 10th grade courses.	August, 2013	English Department Chair, Assistant Principal	Department Meetings	None Specified	None Specified	0
			Substitutes/Stipends	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	3200
			Common Core PD-Substitutes/travel	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2500
Common Core trainings conducted at the District Office	August 2013-April 2014	Assistant Superintendent, Teacher on Assignment	Training Substitutes	0001-0999: Unrestricted: Locally Defined	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID training	Summer 2014	Principal, AVID Coordinator, Teachers	Training	5800: Professional/Consulting Services And Operating Expenditures	EIA-SCE Carryover	9500
Purchase technology to support Common Core instruction and delivery of content using instructional technology	January 2014	Principal	Digital Projectors/	4000-4999: Books And Supplies	EIA-SCE Carryover	15,000
			Hover Cams	4000-4999: Books And Supplies	EIA-SCE Carryover	5,000
Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of department benchmark assessments.	May 2014	Asst. Principal, English Department Chair	Instructional Technology Professional Development-Stipends	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	5,200

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: Math
LEA GOAL:
Provide an academic program aligned with the Common Core Standards adopted by California that support all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
Implement effective teaching strategies and instructional delivery methods to support Common Core Math Standards and refine grading commonality.
Data Used to Form this Goal:
Student performance results on common department assessments, aligned to Common Core.
Findings from the Analysis of this Data:
Training and attention to the transition to Common Core will enhance student learning outcomes.
How the School will Evaluate the Progress of this Goal:
Student assessment results on Common Core testing administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update and implement course outlines, pacing guides, and common department benchmarks. Benchmarks will be completed in Algebra and Geometry courses.	August 2013	Math Department Chair, Principal	Meetings	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	0
			Substitutes/Stipends	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	3200
			Common Core PD-Substitutes/Travel	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of department benchmark assessments.	May 2014	Asst. Principal, Math Department Chair	Instructional Technology PD Stipends	5800: Professional/Consulting Services And Operating Expenditures	EIA-SCE Carryover	5200
Common Core trainings conducted at the District Office	August 2013-April 2014	Asst. Superintendent, Teacher On Assignment	Training	1000-1999: Certificated Personnel Salaries	District Funded	
AVID Training	Summer 2014	Asst. Superintendent, Principal, Teachers	Professional Development & Training	5800: Professional/Consulting Services And Operating Expenditures	EIA-SCE Carryover	10,000
Purchase technology to support Common Core instruction and delivery of content using instructional technology	January 2014	Principal	Digital projectors	4000-4999: Books And Supplies	EIA-SCE Carryover	10,000
			Hover Cams	4000-4999: Books And Supplies	EIA-SCE Carryover	2500

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: ELD
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and interventions that maximize the likelihood for student success.
SCHOOL GOAL #3:
Improve ELD student academic success
Data Used to Form this Goal:
CELDT scores, CST scores.
Findings from the Analysis of this Data:
Significant gains in EL subgroup have been made on API and AYP.
How the School will Evaluate the Progress of this Goal:
Analysis of EL student performance on CELDT, and department benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intensive ELD instruction to ELs who place below Intermediate level.	2013-2014	ELD Teacher	FTE-EL	1000-1999: Certificated Personnel Salaries	LCFF-EL	31,675.04
Monitor elimination of non-college prep coursework in English department and social studies department for 9th-10th grade students. Identify support needs. Provide training, strategies.	November 2013	Departments, Administration	Meeting Time	None Specified	None Specified	
A district EL project teacher and the site ELD teacher will provide support through coaching and professional development	August-May	District EL Coordinator, ELD teacher	Stipends	1000-1999: Certificated Personnel Salaries	LCFF-EL	2500

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: SCHOOL CLIMATE
LEA GOAL:
Provide schools which are safe, drug-free, well maintained, culturally sensitive, and adequately equipped to ensure a positive learning environment.
SCHOOL GOAL #4:
Increase a-g eligibility and address low achieving students
Data Used to Form this Goal:
Review of "D" and "F" rate in core classes and student survey results
Findings from the Analysis of this Data:
With less than 20% of students earning a-g certification, efforts must be made to increase this number
How the School will Evaluate the Progress of this Goal:
Increase rigor by adjusting pathways, educating parents, and providing peer tutoring at lunch.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a tutoring center, called The Learning Center, at lunch. A teacher will be assigned to this lunch period as one period of his/her teaching day.	2013-2014	Principal	Staffing	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	7500
			Staffing	3000-3999: Employee Benefits	EIA-SCE Carryover	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain LINK Crew program as an effort to engage freshmen students before they start school and sustain a culture of support and success.	2013-2014	Assistant Principal, Head Counselor	Staffing	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	5000
			Staffing	3000-3999: Employee Benefits	EIA-SCE Carryover	250
			Training	5800: Professional/Consulting Services And Operating Expenditures	EIA-SCE Carryover	2000
Host monthly Principal's Coffee communication events (on Flex Fridays).	2013-2014	Principal	Supplies		Parent Teacher Association	250
Acquire and install 15 updated computers as a regular course of "refreshing" the technology infrastructure on campus	2013-2014	Principal, Site Tech	Equipment	6000-6999: Capital Outlay	School and Library Improvement Program Block	15000
Purchase an electric cart to be used by AVID, LINK Crew, athletics department, ASB, and administration for the convenience of transporting equipment and supplies for student activities and events	2013-2014	Assistant Principal	Equipment	6000-6999: Capital Outlay	School and Library Improvement Program Block	10000
Provide support to athletics department transportation (athletic) costs	2013-2014	Athletic Director	Transportation Costs	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	20000
Purchase instructional and warehouse supplies for teacher/classroom support	2013-2014	Principal	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	10000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA and Math
SCHOOL GOAL #1:
Provide services to identified areas of need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Translation Services and support	August-May	Principal, EIA-LEP Project Teacher	Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	9,243.01
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	8,417.17
			General Supply-Milage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	344.12
Monitor EL student progress, parent and teacher conferences	August-May	EIA-LEP Project Teacher	Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	8,257.68
			Teacher Benefits	3000-3999: Employee Benefits	EIA-LEP Carryover	2,332.09

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	81,822	21,822.00
Title I Part A: Allocation	0	0.00
Title I Part A: Parent Involvement	0	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	84,528	478.00
LCFF-ED	15,307	15,307.00
LCFF-EL	35,077	901.96

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA-SCE Carryover	84,050.00
LCFF-EL	34,175.04
None Specified	0.00
Parent Teacher Association	250.00
School and Library Improvement Program Block	60,000.00

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
Ernestina Palerm-Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Bower	<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"/>
Mr. Dave Ostash	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniele Jimenez, (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jon Heier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stuart Geyer	<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"/>
Holly Farris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandee Roberts, (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3		2	2

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 November 19, 2013.

Attested:

Dave Ostash _____ Typed Name of School Principal	 _____ Signature of School Principal	12/9/13 _____ Date
Holly Farris _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	12/9/13 _____ Date