



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sherman E. Burroughs High School	15-73742-1531367	December 16, 2019	January 16, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Does not apply to this school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

## Stakeholder Involvement

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

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

The principal convenes regular meetings with staff, School Site Council, Western Association of Schools and Colleges (WASC) focus groups, and English Learner Advisory Committee (ELAC). The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2019: Faculty meeting (8/12 & 8/21), Site leadership meeting (8/7), New Teacher Meeting (8/7 & 8/23), Back to School (8/29)

September 2019: Site leadership meeting (9/4), Superintendent Council meeting (9/12), Faculty Meeting (9/18)

October 2019: Site leadership meeting (10/2), WASC meeting (10/16), Career Technical Advisory Committee meeting (10/17)

November 2019: ELAC meeting (11/5), Site leadership team meeting (11/6), Superintendent's Council meeting (11/14), School Site Council Meeting (11/19), WASC meeting (11/20)

December 2019: Site leadership meeting (12/4), WASC meeting (12/11), School Site Council Meeting (12/16)

January 2019: Site leadership meeting (1/8), Superintendent Council meeting (1/9), WASC meeting (1/15)

February 2019: Site leadership meeting (2/5), Career Technical Advisory Committee meeting (2/6), WASC meeting (2/19)

March 2019: Site leadership meeting (3/4), Superintendent Council meeting (3/12), School Site Council Meeting (3/17), WASC meeting (3/18), ELAC meeting (3/20)

April 2019: Site leadership meeting (4/1), Career Technical Advisory Committee meeting (4/2), WASC meeting (3/15)

May 2019: Site leadership meeting (5/6), Superintendent Council meeting (5/14)

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable for this school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.1%	1.24%	1.38%	16	18	21
African American	6.5%	5.51%	5.12%	92	80	78
Asian	3.2%	3.23%	3.35%	45	47	51
Filipino	2.6%	3.10%	3.22%	36	45	49
Hispanic/Latino	24.2%	25.67%	26.4%	340	373	402
Pacific Islander	1.1%	1.65%	1.12%	15	24	17
White	60.0%	58.57%	57.85%	844	851	881
Multiple/No Response	%	%	0.07%			1
<b>Total Enrollment</b>				1,407	1453	1,523

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	392	412	441
Grade 10	380	385	396
Grade 11	331	347	355
Grade 12	304	309	331
<b>Total Enrollment</b>	1,407	1,453	1,523

### Conclusions based on this data:

1. The largest ethnic population continues to be white despite a small percent of enrollment decrease in the past three years. The second largest population continues to be Hispanic/Latino and this population has shown a slight increase in the past three years. All of the other ethnic groups have remained consistent for the past three years.
2. Total enrollment is steadily increasing after having gone through many years of declining enrollment.
3. Class size decreases consistently by grade level. There is evidence that much of the decline in the upper grades is attributed to students transferring to the continuation school due to their credit deficiency.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	72	61	58	5.1%	4.2%	3.8%
Fluent English Proficient (FEP)	127	161	170	9.0%	11.1%	11.2%
Reclassified Fluent English Proficient (RFEP)	5	18	12	7.0%	25.0%	19.7%

### Conclusions based on this data:

1. In 2016-2017, EL services were restructured to strategically position the EL Project Teacher/Coordinator on the BHS campus daily working with students, teachers and counselors. This on-site advocate has resulted in greater collaboration and support for the EL population, with particular success in re-designating LTELs.
2. There was a slight decrease in the percentage of reclassified students in 2018-19. Having the EL Project Teacher/Coordinator on campus has contributed significantly to a shift in the culture with regard to supporting EL students. This has also helped build capacity in other faculty/staff.
3. The implementation of weekly collaboration has contributed to greater capacity among the faculty and staff and their ability to align curriculum and establish support structures.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	309	334	342	307	329	337	307	329	338	99.4	98.5	98.5
All Grades	309	334	342	307	329	337	307	329	338	99.4	98.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2646.	2640.	2645.	42.02	39.82	42.43	33.22	32.52	30.86	14.98	17.63	17.80	9.77	10.03	8.90
All Grades	N/A	N/A	N/A	42.02	39.82	42.43	33.22	32.52	30.86	14.98	17.63	17.80	9.77	10.03	8.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	44.63	46.81	45.10	43.32	42.55	41.54	12.05	10.64	13.35
All Grades	44.63	46.81	45.10	43.32	42.55	41.54	12.05	10.64	13.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	53.75	44.98	49.55	32.90	40.73	43.03	13.36	14.29	7.42
All Grades	53.75	44.98	49.55	32.90	40.73	43.03	13.36	14.29	7.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.16	33.74	35.61	54.40	55.32	56.68	9.45	10.94	7.72
All Grades	36.16	33.74	35.61	54.40	55.32	56.68	9.45	10.94	7.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.33	49.54	46.88	33.22	41.34	43.92	9.45	9.12	9.20
All Grades	57.33	49.54	46.88	33.22	41.34	43.92	9.45	9.12	9.20

**Conclusions based on this data:**

1. Our students continue to perform well above county and state averages in ELA. There was a slight increase in overall scores in the past year. The students who are in the "standards not met" category have slightly declined over the past three years. In 2016-2017, we implemented an Effective Writing and Reading class to better support our students performing at the lowest levels.
2. Reading appears to be the area of highest need and students would benefit from being engaged in high interest reading material to demonstrate understanding of literary and non-fictional texts.
3. Student performance in writing has increased overall. The percentage of students performing below standard has decreased. The shift in performance is reflective of a shift in instructional focus.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	309	333	341	307	327	332	307	327	335	99.4	98.2	97.4
All Grades	309	333	341	307	327	332	307	327	335	99.4	98.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2576.	2572.	2583.	15.64	13.76	18.07	17.26	16.51	16.87	24.76	25.38	25.30	42.35	44.34	39.76
All Grades	N/A	N/A	N/A	15.64	13.76	18.07	17.26	16.51	16.87	24.76	25.38	25.30	42.35	44.34	39.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.82	19.27	27.11	27.69	27.22	23.49	50.49	53.52	49.40
All Grades	21.82	19.27	27.11	27.69	27.22	23.49	50.49	53.52	49.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.85	19.57	23.80	45.60	45.57	45.18	33.55	34.86	31.02
All Grades	20.85	19.57	23.80	45.60	45.57	45.18	33.55	34.86	31.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.87	18.96	21.08	51.79	54.13	49.10	28.34	26.91	29.82
All Grades	19.87	18.96	21.08	51.79	54.13	49.10	28.34	26.91	29.82

### Conclusions based on this data:

1. The local graduation requirement is two years of math. There is evidence this contributes to lower scores. Statistically only those students completing Algebra 2 met or exceeded standards. Requiring a third year of math is more closely aligned to "a-g" requirements.
2. While math scores are low, they are above both the county and state averages. Since 2016-2017 the overall math scores have slightly increased and the percentage of students scoring "standard not met" has decreased.



3. Specific increases in concepts & procedures reflect targeted instruction in this area. Students were given additional practice and instruction on how to respond to these types of questions for the CAASPP.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1548.3	1561.5	1548.9	1586.4	1547.2	1535.8	13	18
Grade 10	1564.5	*	1551.9	*	1576.5	*	11	8
Grade 11	1535.6	*	1541.0	*	1529.6	*	17	6
Grade 12	1576.7	1536.4	1586.0	1537.3	1567.1	1534.8	15	13
All Grades							56	45

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	16.67	*	50.00	*	22.22	*	11.11	13	18
10	*	*	*	*	*	*	*	*	11	*
11	*	*	*	*	*	*	*	*	17	*
12	*	15.38	*	15.38	*	38.46	*	30.77	15	13
All Grades	30.36	13.33	35.71	44.44	19.64	26.67	*	15.56	56	45

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	50.00	*	22.22	*	22.22		5.56	13	18
10	*	*	*	*	*	*		*	11	*
11	*	*	*	*	*	*	*	*	17	*
12	73.33	23.08	*	30.77	*	30.77	*	15.38	15	13
All Grades	58.93	35.56	21.43	33.33	*	24.44	*	6.67	56	45

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	11.11	*	50.00	*	38.89	13	18
10	*	*	*	*	*	*	*	*	11	*
11	*	*	*	*	*	*	*	*	17	*
12	*	0.00	*	23.08	*	7.69	*	69.23	15	13
All Grades	*	2.22	26.79	20.00	28.57	37.78	32.14	40.00	56	45

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	11.11	*	66.67	*	22.22	13	18	
10	*	*	*	*	*	*	11	*	
11	*	*	*	*	*	*	17	*	
12	*	0.00	*	53.85	*	46.15	15	13	
All Grades	37.50	4.44	44.64	66.67	*	28.89	56	45	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	84.62	77.78	*	16.67	*	5.56	13	18	
10	*	*	*	*	*	*	11	*	
11	70.59	*	*	*	*	*	17	*	
12	80.00	76.92	*	15.38	*	7.69	15	13	
All Grades	75.00	77.78	*	17.78	*	4.44	56	45	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	*	61.11	*	38.89	13	18	
10	*	*	*	*	*	*	11	*	
11	*	*	*	*	*	*	17	*	
12	*	0.00	*	30.77	*	69.23	15	13	
All Grades	*	2.22	35.71	57.78	50.00	40.00	56	45	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.56	*	83.33	*	11.11	13	18
10	*	*	*	*		*	11	*
11	*	*	*	*	*	*	17	*
12	*	7.69	*	69.23	*	23.08	15	13
All Grades	25.00	6.67	62.50	82.22	*	11.11	56	45

**Conclusions based on this data:**

1. Written language is an area of need. Students would benefit from targeted instruction to develop writing skills.
2. Students in the somewhat/moderately developed performance band should be targeted for intervention in writing and reading.
3. There was a significant decrease in the percentage of students scoring in the well developed performance band. A student by student analysis should be conducted to assist students in their reclassification.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1523	57.6	3.8	0.3

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	3.8
Foster Youth	4	0.3
Homeless	1	0.1
Socioeconomically Disadvantaged	877	57.6
Students with Disabilities	194	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	78	5.1
American Indian	21	1.4
Asian	51	3.3
Filipino	49	3.2
Hispanic	402	26.4
Two or More Races	23	1.5
Pacific Islander	17	1.1
White	881	57.8






### Conclusions based on this data:

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

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. The percentage of students suspended continues to be significantly high. Although the rate increased slightly (1.2%), the overall percentage remained in the "maintained" category. Specifically, the group percentages are as follows: Red- English Language Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Orange- African American and White; Green-Asian; Blue-Filipino. The district invested significant resources and funding into providing professional development for staff with regard to student behavior. Two full days of training took place prior to the start of school. In addition, there has been a focus on developing and implementing tiers of intervention in an effort to implement alternatives to suspension. For the 2019-2020 school year, the district funded a teacher on special assignment (TOSA) to provide interventions to help reduce the suspension rate.
2. In mathematics academic progress improved. The mathematics performance is 43.4 points below standard, which is a 9.8 point increase. The rate remains higher than state or county averages, but is still low. The district has entered into a contract with UCLA's Curtis Center to work on the mathematics curriculum.
3. College and Career Readiness continues to be an area in need of improvement. 54.3% of our students are prepared for college and/or career. The district is working with California Colleges Guidance Initiative (CCGI) to provide students a platform to help improve their college and career readiness. The counselors are assisting students in use of the platform. Counselors are also encouraging students to enroll in the career technical education classes. Metal Shop has increased student access by adding an additional period.

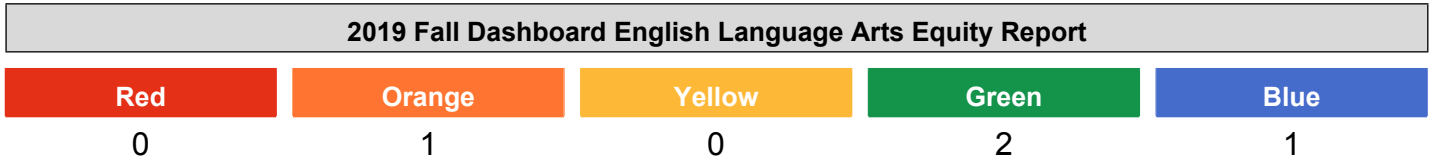
# School and Student Performance Data

## Academic Performance English Language Arts






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>64.9 points above standard</p> <p>Increased ++5.8 points</p> <p>327</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>57.3 points below standard</p> <p>Increased Significantly ++31.1 points</p> <p>18</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>49.1 points above standard</p> <p>Increased ++13.6 points</p> <p>183</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>69 points below standard</p> <p>Increased ++11.2 points</p> <p>38</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 21 points above standard Declined Significantly -20.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 131.6 points above standard 12	 No Performance Color 120.8 points above standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.6 points above standard Increased ++13.5 points 77	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 76.5 points above standard Maintained ++0.1 points 195

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	45 points below standard 12	67.9 points above standard Declined -3.4 points 281

**Conclusions based on this data:**

- Our students continue to perform well above county and state averages in ELA. We have a slight increase in scores compared to last year. Overall, we are 64.9 points above standard which is a 5.8 point increase.
- The performance of students with disabilities continues to be low. The students with disabilities scored 69 points below standard. The performance shows an increase by 11.2 points. Additional supports will be added to help scaffold curriculum and increase participation of SWD.
- There was an increase in the performance of the Hispanic students. The Hispanic students moved from the yellow category to the green category. Teachers are working to bring more culturally diverse reading and writing to their programs.



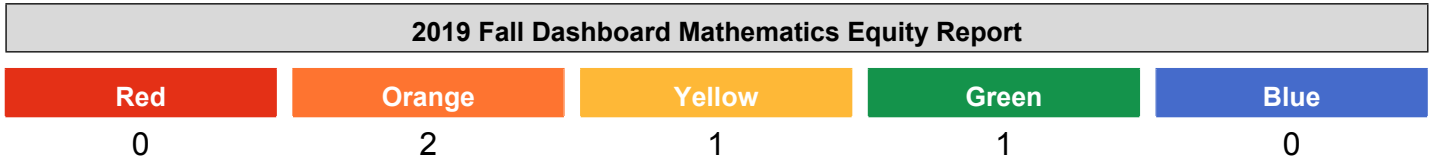
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>43.4 points below standard</p> <p>Increased ++9.8 points</p> <p>324</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>188.7 points below standard</p> <p>Increased ++10.3 points</p> <p>18</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>65.7 points below standard</p> <p>Increased Significantly ++15.4 points</p> <p>181</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>174.9 points below standard</p> <p>Increased ++5.7 points</p> <p>38</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 101.3 points below standard Increased Significantly ++10.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 90.7 points above standard 11	 No Performance Color 31.8 points below standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 95.8 points below standard Maintained ++1.4 points 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 26.1 points below standard Increased ++6.5 points 194

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	184.8 points below standard 12	37.8 points below standard Increased ++3.2 points 279

#### Conclusions based on this data:

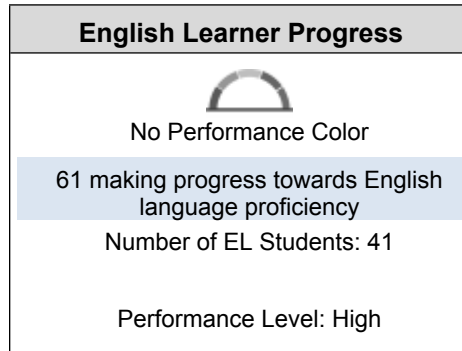
- While our math scores are very low, they are above both the county and state averages. We have a slight increase in scores compared to last year. Overall, we are 43.4 points below standard which is a 9.8 point increase. Data clearly indicates that the implementation of the CCSS math standards statewide is much more difficult than for ELA.
- The local graduation requirement is only two years of math. There is evidence that this contributes to our scores. The district has entered into an agreement with UCLA in an effort to better prepare our students to be successful on the CAASPP. Requiring a third year of math is also more closely aligned to "a-g" requirements. However, many considerations must be discussed before the local graduation requirement is modified.
- The performance of students with disabilities continues to be low. The students with disabilities scored 174.9 points below standard. The performance shows an increase by 5.7 points. Additional supports will be added to scaffold math curriculum and project based learning will provide more engaging math opportunities.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	11	2	23

#### Conclusions based on this data:

1. The percentage of ELL students who are making progress toward English Language proficiency is 61%. This is categorized as “high”. We offer two ELD classes to help students improve their English Language proficiency.
2. 56% of the ELL students progressed at least one English Language Proficiency Indicator (ELPI) level. Having the EL Project Teacher/Coordinator on campus has contributed significantly to a shift in the culture with regard to supporting EL students. This has also helped us to build capacity in other faculty/staff.
3. Students at ELPI levels 1, 2L, 2H, 3L, and 3H will be provided intensive intervention.

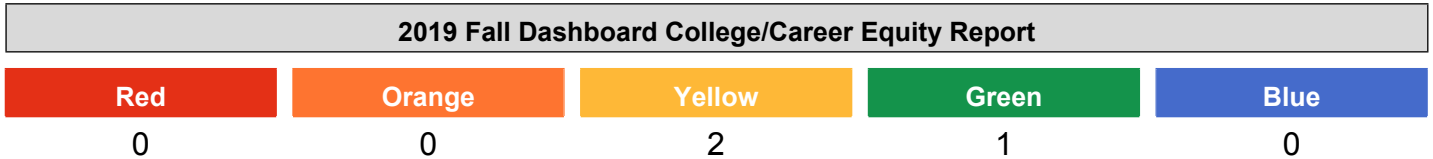
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 54.3 Maintained +0.5 326	<p><b>English Learners</b></p>  No Performance Color 21.7 Declined -4.3 23	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 49.5 Maintained +0.4 202	<p><b>Students with Disabilities</b></p>  No Performance Color 17.9 Increased Significantly +11 28

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 23.5 Declined Significantly -12.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 53.8 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.8 Maintained -0.1 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 61.8 Increased +6.8 186

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	53.8 <b>Prepared</b>	54.3 <b>Prepared</b>
<b>Approaching Prepared</b>	32.2 <b>Approaching Prepared</b>	27.3 <b>Approaching Prepared</b>
<b>Not Prepared</b>	14 <b>Not Prepared</b>	18.4 <b>Not Prepared</b>

**Conclusions based on this data:**

1. We have increased slightly from 53.8% rate of preparedness to 54.3% preparedness for high school graduates, exceeding the state level (44%).
2. Our Hispanic and socioeconomically disadvantaged student populations both maintained their college and career readiness preparedness levels.
3. All students will be monitored for college and career readiness by counselors. Counselors hold individual meetings, at least once a year, to discuss college and career readiness. Counselors advise students about classes students should take in order to be college and/or career ready.

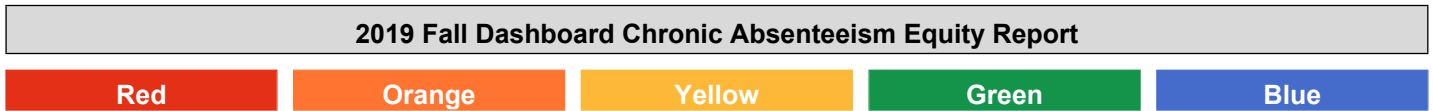
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

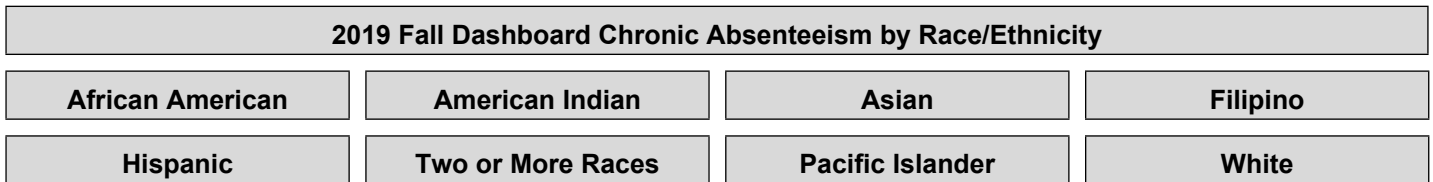
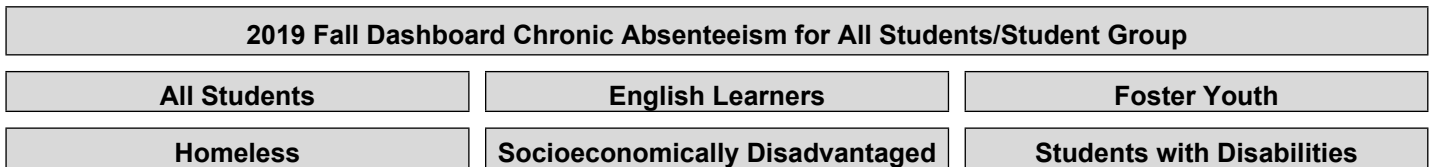
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. Does not apply to high school.

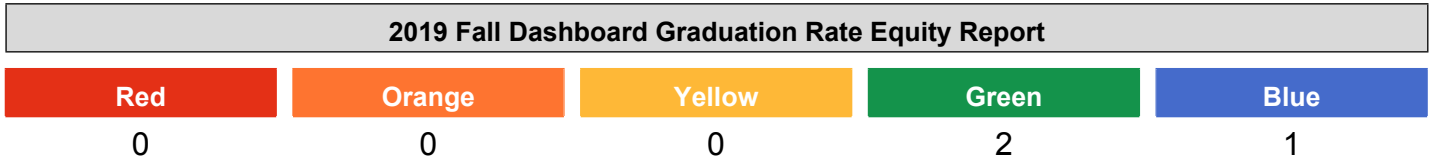
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>94.5</p> <p>Maintained -0.4</p> <p>327</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>95.7</p> <p>Increased +4.4</p> <p>23</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>93.6</p> <p>Increased +1.2</p> <p>203</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>92.9</p> <p>Increased +19.5</p> <p>28</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 94.1 Increased +3.2 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 84.6 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.3 Maintained +0.1 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 95.7 Maintained +0.8 187

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
94.9	94.5

**Conclusions based on this data:**

- Our graduation rate significantly exceeds the state's graduation rate (85.9%). We maintained our rate. In 2017-2018 our graduation rate was 94.9%. In 2018-2019 our graduation rate was 94.5%.
- Our socioeconomically disadvantaged student population graduation rate increased to 93.6%, which is a 1.2% increase.
- We have implemented a credit recovery program to support student graduation efforts. We will work with our counseling staff to investigate factors contributing to students not graduating.



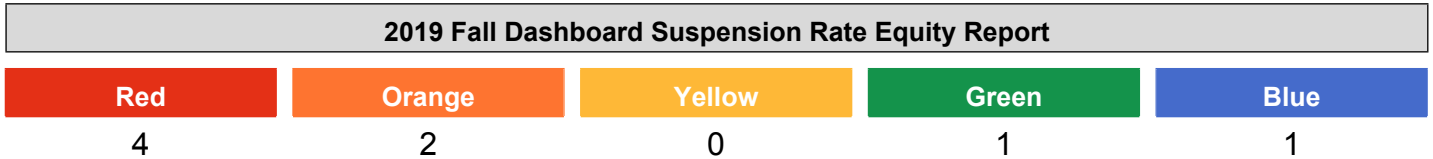
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 9.4 Increased +1.2 1620	<p><b>English Learners</b></p>  Red 13.1 Increased +0.3 61	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 6	<p><b>Socioeconomically Disadvantaged</b></p>  Red 11.4 Increased +0.5 945	<p><b>Students with Disabilities</b></p>  Red 13.9 Maintained -0.2 216

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.9 Declined -6 92	 No Performance Color 4.8 Maintained -0.2 21	 Green 3.5 Declined -2.7 57	 Blue 0 Declined -2.2 49
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.3 Increased +1.8 426	 No Performance Color 0 Maintained 0 31	 No Performance Color 16.7 Increased +16.7 18	 Orange 10 Increased +2 926

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.2	9.4

**Conclusions based on this data:**

1. Our overall suspension rate is more than double the state average (3.4%). It has slightly increased by 1.2% to 9.4%.
2. The district hired a teacher on special assignment (TOSA) to help with behavior intervention. The TOSA is working with students to give them skills to deal with difficult situations. The administration is monitoring the suspension rate closely.
3. District resources have been invested in classroom management at the secondary level. The district is working with administration to monitor the suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP scores	District scores 2019: ELA 51% Math 36% Site: 11th grade ELA: 73% 11th grade Math: 35%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	General Unrestricted 4000-4999: Books And Supplies Supplies to maintain utility vehicles used to facilitate site operations
6700	General Unrestricted 5000-5999: Services And Other Operating Expenditures Maintenance of utility vehicles used to facilitate site operations
6392	General Unrestricted 4000-4999: Books And Supplies Office supplies
4000	General Unrestricted 4000-4999: Books And Supplies Diplomas for graduating seniors

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19000	General Unrestricted 4000-4999: Books And Supplies Classroom supplies- consumables such as paper, printer ink, staples, pads, paper clips, pencil sharpener, US Flags, and miscellaneous.
9000	General Unrestricted 4000-4999: Books And Supplies Equipment- Printers, technology, etc.
2400	General Unrestricted 5000-5999: Services And Other Operating Expenditures Science department instructional supplies, equipment and repair
2000	General Unrestricted 5000-5999: Services And Other Operating Expenditures

	Instrument repair
1000	General Unrestricted 4000-4999: Books And Supplies Instructional supplies for music
200	General Unrestricted 4000-4999: Books And Supplies Instructional materials for English Department
300	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Math Department
2696	General Unrestricted 5000-5999: Services And Other Operating Expenditures Print Shop materials for classroom instruction

### Strategy/Activity 3

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

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

6245

#### Source(s)

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
License for Turnitin.com for plagiarism detection in core classes

9342

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, & Noodle Tools.

### Strategy/Activity 4

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

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

4. Provide instructional materials for subject specific courses.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20300	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Career Technical Education
17000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Visual and Performing Arts
300	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Foreign Language
600	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Special Education
300	General Unrestricted 4000-4999: Books And Supplies Instructional materials for PE Department

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Maximize student engagement and achievement.

## Goal 2

Maximize student engagement and achievement.

## Identified Need

Identified needs based on SBAC assessment data and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5%; Burroughs attendance 94.9%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism rate by 2%
Suspension Rate	District Suspension Rate 6.6%; BHS 8.2%	Maintain/Decrease Suspension rate by 2%
California Healthy Kids Survey	34% of 9th grade and 32% of 11th grade students strongly agree they are connected to their school	Maintain/Increase school connectedness by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Academic Learning Lounge during lunch

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2037

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Lease of copy machines to support supplemental instructional materials

## Strategy/Activity 3

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

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities

200

General Unrestricted  
4000-4999: Books And Supplies  
Counseling materials- office materials.



3500	General Unrestricted 4000-4999: Books And Supplies Replace and/or replenish library books for circulations
2000	General Unrestricted 4000-4999: Books And Supplies Library media services- Print services for students.
4000	General Unrestricted 1000-1999: Certificated Personnel Salaries Faculty compensation for facilitating LINK Crew
794	General Unrestricted 3000-3999: Employee Benefits Employee benefits for facilitating LINK Crew

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Grow family and community partnerships that benefit students.

## Goal 3

Grow family and community partnerships that benefit students.

## Identified Need

District LCAP Parent Survey results

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	2019 Spring LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

Athletic, music department, and visual and performing arts events.

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

2. Provide parent education including but not limited to College and Career Readiness, etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

**Source(s)**

Collaboration with Cerro Coso Community College and BHS counselors to provide FAFSA informational meetings

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

1500

**Source(s)**

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Print shop for parent communication

10500

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Postage

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Guarantee safe and well-maintained facilities

## Goal 4

Guarantee safe and well-maintained facilities.

## Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Exemplary	Maintain/Increase FIT rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1. Support safe and well-maintained facilities.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22000	General Unrestricted 4000-4999: Books And Supplies custodial supplies
1600	General Unrestricted 4000-4999: Books And Supplies Warehouse custodial supplies

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 5

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

## Identified Need

Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers 57/68 or 84%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Avid Implementation Training- Currently funded through Curriculum and Instruction Office
6700	General Unrestricted

	5000-5999: Services And Other Operating Expenditures Professional Development: Travel expenses, conference registrations, and meals.
2498	General Unrestricted 1000-1999: Certificated Personnel Salaries Substitutes for teachers attending professional development
495	General Unrestricted 3000-3999: Employee Benefits Employee Benefits for teachers attending professional development

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	Maintain/Increase to level 3 or 4 in ELA/ELD and math	2017-2018 APS Site Rubric Scores: ELA/ELD- 2.6; Math-3 Academic Performance Survey (APS) 2018-19 Results: ELA/ELD-3 and math 2
CAASPP scores	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 72% and Math 30%; 2019 ELA 73% and Math 35%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies (classroom, office, mailing).	Administrative supplies were purchased to support office operations.	Supplies to maintain utility vehicles used to facilitate site operations 4000-4999: Books And Supplies General Unrestricted 2800	Supplies to maintain utility vehicles used to facilitate site operations 4000-4999: Books And Supplies General Unrestricted 0
	Provided diplomas for graduating seniors.	Maintenance of utility vehicles used to facilitate site operations 5000-5999: Services And Other Operating Expenditures General Unrestricted 6200	Maintenance of utility vehicles used to facilitate site operations 5000-5999: Services And Other Operating Expenditures General Unrestricted 200
		Office supplies 4000-4999: Books And Supplies General Unrestricted 5000	Office supplies 4000-4999: Books And Supplies General Unrestricted 5700
		Diplomas for graduating seniors 4000-4999: Books And Supplies General Unrestricted 4000	Diplomas for graduating seniors 4000-4999: Books And Supplies General Unrestricted 4000
2. Provide supplies and equipment to support the implementation of common core instruction.	Supplies and equipment were purchased to support the	Classroom supplies-consumables such as paper, printer ink, staples, pads, paper	Classroom supplies-consumables such as paper, printer ink, staples, pads, paper

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>implementation of common core instruction.</p> <p>Science instructional materials were purchased.</p> <p>Musical instruments were repaired and supplies were purchased.</p>	<p>clips, pencil sharpener, US Flags, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 16578</p> <p>Equipment- Printers, technology, furniture, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 8500</p> <p>microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000</p> <p>Instrument repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000</p> <p>Instructional supplies for music 4000-4999: Books And Supplies General Unrestricted 1000</p>	<p>clips, pencil sharpener, US Flags, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 28000</p> <p>Equipment- Printers, technology, furniture, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 0</p> <p>microscope repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 1650</p> <p>Instrument repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000</p> <p>Instructional supplies for music 4000-4999: Books And Supplies General Unrestricted 1000</p>
<p>3. Provide technological tools to assist teachers in implementation of common core instruction.</p>	<p>Turnitin.com license was maintained.</p> <p>Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, and Noodle Tools were maintained.</p>	<p>License for Turnitin.com for plagiarism detection in core classes 5000-5999: Services And Other Operating Expenditures General Unrestricted 5177</p> <p>Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, &amp; Noodle Tools. 5000-5999: Services And Other Operating Expenditures General Unrestricted 9243</p>	<p>License for Turnitin.com for plagiarism detection in core classes 5000-5999: Services And Other Operating Expenditures General Unrestricted 5795</p> <p>Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, &amp; Noodle Tools. 5000-5999: Services And Other Operating Expenditures General Unrestricted 9243</p>
<p>4. Provide instructional materials for subject specific courses.</p>	<p>Instructional materials for Career Technical Education were provided through grants, so no money was spent out of the unrestricted budget.</p>	<p>Instructional materials for Career Technical Education 4000-4999: Books And Supplies</p>	<p>Instructional materials for Career Technical Education 4000-4999: Books And Supplies General Unrestricted 0</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Instructional materials for Visual and Performing Arts were provided.	General Unrestricted 17750	
	Foreign Language did not spend their allotted money.	Instructional materials for Visual and Performing Arts 4000-4999: Books And Supplies General Unrestricted 16900	Instructional materials for Visual and Performing Arts 4000-4999: Books And Supplies General Unrestricted 12000
	Some instruction materials for Special Education were provided.	Instructional materials for Foreign Language 4000-4999: Books And Supplies General Unrestricted 200	Instructional materials for Foreign Language 4000-4999: Books And Supplies General Unrestricted 0
		Instructional materials for Special Education 4000-4999: Books And Supplies General Unrestricted 400	Instructional materials for Special Education 4000-4999: Books And Supplies General Unrestricted 100

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented with the exception of instructional materials for foreign language and career technical education, and equipment and supplies to maintain utility vehicles.

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

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Career Technical Education was funded from grants, so no money was provided from the unrestricted budgets. Supplies to maintain utility vehicles used to facilitate site operations money was not spent. Utility vehicles maintenance was funded by the district through the district transportation. The vehicles were maintained by the district garage. No money was spent from the Equipment- Printers, technology, furniture, and miscellaneous budget line. There was a new office clerk and she didn't charge any money from this budget line. She took the money from the classroom supplies budget line.

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

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math. The principal will work with the office clerk who assigns the budget line for unrestricted money being spent and will make sure the correct budgets will be used.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Maximize student engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism rate by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%
Suspension Rate	Maintain/Decrease Suspension rate by 1%	District Suspension Rate 6.6%; BHS 8.2%; BHS Maintained
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 50% of 9th graders and 48% of 11th graders feel connected; Fall 2018 34% of 9th grade and 32% of 11th grade students strongly agree they are connected to their school

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions. BHS LCFF	Provided lunch time academic interventions through Academic Learning Lounge.	Staff salary and benefits for learning lounge 1000-1999: Certificated Personnel Salaries LCFF Supplemental 12,526	Staff salary and benefits for learning lounge 1000-1999: Certificated Personnel Salaries LCFF Supplemental 6,500
2. Provide evidence - based, supplemental academic intervention materials.	Copy machines were leased to support supplemental instructional materials.	Lease of copy machines to support supplemental instructional materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 6755	Lease of copy machines to support supplemental instructional materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 1800
3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.	Published "Blockbuster".  Counseling materials were provided.  Replaced and/or repaired and replenished library books.  Library media services were purchased.	Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities 5000-5999: Services And Other Operating Expenditures General Unrestricted 2600	Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities 5000-5999: Services And Other Operating Expenditures General Unrestricted 3500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	LINK Crew faculty were compensated for their services.	Counseling materials-office materials. 4000-4999: Books And Supplies General Unrestricted 200	Counseling materials-office materials. 4000-4999: Books And Supplies General Unrestricted 200
	LINK Crew faculty were given employee benefits for their services.	Replace and/or replenish library books for circulations 4000-4999: Books And Supplies General Unrestricted 2500	Replace and/or replenish library books for circulations 4000-4999: Books And Supplies General Unrestricted 2500
	Library media services-Print services for students. 4000-4999: Books And Supplies General Unrestricted 1500	Library media services-Print services for students. 4000-4999: Books And Supplies General Unrestricted 1500	
	Faculty compensation for facilitating LINK Crew 1000-1999: Certificated Personnel Salaries General Unrestricted 4000	Faculty compensation for facilitating LINK Crew 1000-1999: Certificated Personnel Salaries General Unrestricted 4000	
	Employee benefits for facilitating LINK Crew 3000-3999: Employee Benefits General Unrestricted 500	Employee benefits for facilitating LINK Crew 3000-3999: Employee Benefits General Unrestricted 794	

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented except copier leases were over-budgeted and the publication of the Blockbuster was under-budgeted.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Math is still a district and site focus.

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

The lease of machines was considerably less than proposed. The Blockbuster cost more than proposed.

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

The district hired a TOSA (Teacher on Special Assignment) to help with meeting Goal 2. The TOSA will help support students who are in need of support and help keep students in classrooms. The district has also provided three additional counselors; one through a DoDEA Grant, one military counselor, and one social/emotional counselor.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Grow family and community partnerships that benefit students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018: 82% felt welcome and 2019 73.5% felt welcome; decrease of 8.5%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide monthly family events to increase parent/guardian engagement.	Monthly family events were not provided.		
2. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.	Parent education was provided for FAFSA through College Readiness Block Grant.	Other 0	Other 0
3. Provide ongoing communication with families regarding student academic success.	Parent communication was provided throughout the school year.	Print shop for parent communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 1500	Print shop for parent communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 4200
		Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 10000	Postage 4000-4999: Books And Supplies General Unrestricted 8500

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented except for providing monthly family events. There were no expenditures for the parent education nights. Burroughs High School worked with Cerro Coso Community College to provide these events.

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

Overall, there was slight growth in family and community partnerships. The school continues to communicate through email, ParentSquare, phone calls, mail, Facebook, Twitter, community newspaper, and school newspaper. The school needs to improve on specific on-campus family events.

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

The print shop expenditures were more than budgeted. The postage was less than proposed.

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

Strategies and activities will be adjusted to address identified site needs.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Guarantee safe and well-maintained facilities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating went from exemplary to good

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Maintained safe and well-maintained facilities.	custodial supplies 4000-4999: Books And Supplies General Unrestricted 24155	custodial supplies 4000-4999: Books And Supplies General Unrestricted 33000

## Analysis

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

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

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

Overall, the campus is safe and well-maintained.

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

The campus has more bathrooms and more stalls in the bathrooms, especially at the football field. More supplies are required to stock the bathrooms. Burroughs had seven home freshmen and seven home varsity football games during the 2018-2019 season, compared to five for each level in the past years.

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

Custodial supply budgets will be analyzed and adjusted for the increased needs.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	57/68; 84% fully credentialed

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified areas of site need and district initiatives.	Teachers were sent to AVID training in the summer before school started.	Avid Implementation Training- Currently funded through the College Readiness Block Grant. 1000-1999: Certificated Personnel Salaries	Avid Implementation Training- Currently funded through the College Readiness Block Grant. 1000-1999: Certificated Personnel Salaries
	Provided teachers the opportunity to attend professional development. For example, Science Department attended the California Science Teachers Association conference.	Professional Development: Travel expenses, conference registrations, and meals. 5000-5999: Services And Other Operating Expenditures General Unrestricted 6500	Professional Development: Travel expenses, conference registrations, and meals. 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000
	Substitutes were provided for teachers who attended professional development	Substitutes for teachers attending professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 2498	Substitutes for teachers attending professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 2498
	Employee benefits were provided for teachers attending professional development.	Employee Benefits for teachers attending professional development 3000-3999: Employee Benefits General Unrestricted 827	Employee Benefits for teachers attending professional development 3000-3999: Employee Benefits General Unrestricted 500

## Analysis

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

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

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

Overall, the actions/services were effective in meeting Goal 5. Teachers were encouraged to attend professional development which is consistent with maintaining a high-quality educational team. Several departments have been supported by the school district in attending professional development. SSUSD has provided three district-wide professional development days.

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

The district provided professional development for the entire staff before school started. The curriculum and instruction office paid for some of the conferences and travel.

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

Professional development opportunities will be provided based on site identified needs and district initiatives.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	172,099	0.00

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,099.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Unrestricted	\$172,099.00

Subtotal of state or local funds included for this school: \$172,099.00

Total of federal, state, and/or local funds for this school: \$172,099.00

# School Site Council Membership

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

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

Name of Members	Role
Ernestina Palerm Wilson	Classroom Teacher
Kelly Green-Jacotin	Classroom Teacher
Judy Dwyer	Classroom Teacher
Carrie Cope	Principal
Karina Bullard	Other School Staff
Taylor Azzolino	Secondary Student
Megan Small	Secondary Student
Emma Amster	Secondary Student
Celia Mills	Parent or Community Member
Colleta Baker	Parent or Community Member
Connie Williams	Parent or Community Member
Chris Ostermann	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/16/19.

Attested:



Principal, Carrie Cope on 12/16/19



SSC Chairperson, Colleta Baker on 12/16/19