

The Single Plan for Student Achievement

School: Sherman E. Burroughs High School
CDS Code: 15-73742-1531367
District: Sierra Sands Unified School District
Principal: Bryan Auld
Revision Date: November 18, 2015

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

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

Vision

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

Mission

Critical Thinking/Problem Solving

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

Communication Skills

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

Personal and Social Skills

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

School Profile

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

State/federal program mandates:

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

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

Parent community organizations:

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

Community foundation programs:

Burroughs is supported by the B Mountain Foundation, which does its utmost to provide the best educational experience for all students at Burroughs High School. The foundation is comprised of parents, alumni, and teachers, all of whom recognize the long-term benefits of a quality education. The foundation has a focus on the high school specifically, but also contributes to the entire Sierra Sands Unified School District community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

Professional Development is an ongoing process. PLCs meet weekly to collaborate regarding student progress as measured by common formative assessments as well as to develop common pacing guides around the CCSS. Additionally, the district provides

department trainings monthly to provide support of CCSS implementation and of the work being done by PLCs.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Burroughs High School's staff development has been predominantly in the area of implementing a Professional Learning Community (PLC), attendance by 8-12 teachers each summer at the annual AVID Institute, departmental pacing guides, course comparability, mainstreaming RSP students into the general curriculum, review of D/F lists (correlated to student achievement), rigor, and student incentives for motivation to perform well on standardized testing. The use of four collaboration days (early (student) out days) was the primary resource for accomplishing the aforementioned tasks.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

AVID strategies
Peer tutoring and lunch time intervention
STEM and CTE
Professional Learning Communities

Parental Involvement

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

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

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

Our school communicates with parents through:

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

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

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

Funding

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

Categorical services focused on the underperforming student at this school include AVID, ALEKS Math, 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. Categorical funds are used to purchase a range of materials for our library as well. Instructional paraprofessionals provide small group support in reading and writing. Counselors provide support through follow-up interviews and by contacting parents when appropriate.

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Our service area is geographically large and spread out. We find that a high percentage of the students within our total population who might benefit from intervention and extra assistance live in the outer parts of the service region. For many of these students, this means that they ride the bus to and from school and find it difficult to receive extra help before and after school. Additionally, these students find it difficult to participate in co- or extra-curricular programs that might draw in student interest and engagement. Although it is difficult to directly attribute this reality to a decline in our student population, we have been told by many parents and students that attending an online school or some type of alternative charter, or "option" school, is easier to manage.

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	324	313	96.6	312	2636.8	35	40	15	10
All Grades	324	313	96.6	312		35	40	15	10

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	46	42	13	48	42	11	30	58	12	49	42	9
All Grades	46	42	13	48	42	11	30	58	12	49	42	9

Conclusions based on this data:

1. Our students scored well above county and state averages in ELA. We attribute this to multiple factors: the integration of class sets of Chromebooks in ELA, the department's efforts to align the curriculum with the new CCSS, the administration of practice assessments, and the hard work of students and highly qualified instructors.
2. While this data affirms the strength of our program, there is a need to develop benchmark assessments for the students in the 9th and 10th grades to ensure they are making adequate progress towards preparation for the administration of the CAASPP in the 11th grade.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	324	313	96.6	313	2590.9	16	22	27	35
All Grades	324	313	96.6	313		16	22	27	35

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	23	35	42	21	55	24	19	59	22
All Grades	23	35	42	21	55	24	19	59	22

Conclusions based on this data:

1. While our math scores are disappointing, they are above both the county and state averages. Data clearly indicates that the implementation of the CCSS math standards statewide is much more difficult than for ELA.
2. Local graduation requirement only require two years of math. There is evidence that this contributed to our scores. The district will need to consider modifying this requirement in an effort to better prepare our students to be successful on the CAASPP. Requiring a third year of math is also more closely aligned to "A-G" requirements. However, many considerations must be discussed before the local graduation requirement is modified.
3. Efforts must continue to align our curriculum to the CCSS in an effort to better prepare our students to be successful on the CAASPP.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	13	6	25	10	42	5	21	0	0	24
10	2	14	5	36	3	21	3	21	1	7	14
11	2	22	3	33	2	22	1	11	1	11	9
12	1	13	3	38	4	50	0	0	0	0	8
Total	8	15	17	31	19	35	9	16	2	4	55

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	15	6	23	11	42	5	19			26
10	2	13	5	33	3	20	4	27	1	7	15
11	2	18	4	36	2	18	2	18	1	9	11
12	2	20	4	40	4	40					10
Total	10	16	19	31	20	32	11	18	2	3	62

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	50	46	55
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	50	46	55
Number Met	33	33	31
Percent Met	66.0%	71.7%	56.4%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	10	43	10	41	11	47
Number Met	--	27	--	26	--	23
Percent Met	--	62.8%	--	63.4%	--	48.9%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	Yes	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	53.4
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8%	37.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

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

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

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
70% of 11th grade students in ELA met or exceeded standards. 34% of 11th grade students in math met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data and site benchmark data

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Counselor	2015-2016	District	Student Services	None Specified	LCFF Supplemental	

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.
Data Used to Form this Goal:
2014 California Healthy Kids Survey and Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

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

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

Planned Improvements in Student Performance

School Goal #4

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

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

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

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

Planned Improvements in Student Performance

School Goal #5

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

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

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

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 student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	21455.39
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	7702.51

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	146,685	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	146,685.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	29,157.90

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,498.00
3000-3999: Employee Benefits	1,327.00
4000-4999: Books And Supplies	99,060.00
5000-5999: Services And Other Operating Expenditures	39,800.00
None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	6,498.00
3000-3999: Employee Benefits	General Unrestricted	1,327.00
4000-4999: Books And Supplies	General Unrestricted	99,060.00
5000-5999: Services And Other Operating	General Unrestricted	39,800.00
None Specified	None Specified	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,325.00
Goal 2	34,200.00
Goal 3	45,060.00
Goal 4	23,100.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cody Pearce		X			
Ernestina Palerm Wilson		X			
Carol Francis		X			
Tristan Kratz		X			
Bryan Auld	X				
Shari Rosenberg			X		
Bailey Hannafin					X
Subber Dhillon					X
Mallory McDaniel					X
Ken Amster				X	
Stephanie Hudson				X	
Michelle Paulsen				X	
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 15, 2014.

Attested:

Bryan Auld

Typed Name of School Principal



Signature of School Principal

11/19/15

Date

Cody Pearce (Vice Chairperson)

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/19/15

Date