



## 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		June 15, 2023

### 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)

Additional Targeted Support and Improvement  
English Learners-suspension rate, English Learner Progress

Student with Disabilities-ELA/Math performance, graduation rate  
Two or More Races-suspension rate

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 align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the educational partner engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various educational partner 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.

## Educational Partner 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 site leadership, Faculty, School Site Council, 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 2022: Site leadership meeting, Faculty meeting, New Parent Meeting, New Teacher Meeting, Back to School Night

September 2022: Site leadership meeting, Faculty Meeting, Career Technical Advisory Committee meeting

October 2022: Site leadership meeting, Faculty meeting, Site Safety Committee meeting

November 2022: Site leadership meeting, Faculty meeting, School Site Council Meeting

December 2022: Site leadership meeting, ELAC meeting

January 2023: Site leadership meeting, Faculty meeting

February 2023: Site leadership meeting, Faculty meeting, Career Technical Advisory Committee meeting, Site Safety Committee meeting

March 2023: Site leadership meeting, Faculty meeting, School Site Council Meeting

April 2023: Site leadership meeting, Faculty meeting, ELAC meeting

May 2023: Site leadership meeting, Career Technical Advisory Committee meeting, Site Safety Committee meeting, School Site Council Meeting to approve 2023-2024 SPSA

## Resource Inequities

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

Burroughs High School needs to hire and maintain quality staff members. During the school year, we had two long term substitute teachers in mathematics. We hired several non-credentialed teachers, when credentialed teachers weren't available. We have a high turnover of teachers due to hiring non-credentialed teachers. In addition to teachers, we have several classified positions that have not been filled, including noon duty positions and paraprofessional positions. The custodial staff continues to need help keeping the facilities clean.

We continue to evaluate the course offerings to ensure the courses meet the needs of the students. We added several music classes (Stage Band, Madrigals, Symphonic Orchestra), science classes (AP Chemistry, AP Physics), math classes (AP Computer Science A, Financial Algebra 2), and visual and performing art classes (Film Appreciation, Art History). We had to cancel the Health Careers class due to not finding a qualified teacher.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.9%	1.62%	1.49%	28	24	22
African American	4.8%	4.05%	5.41%	72	60	80
Asian	3.5%	2.91%	2.77%	53	43	41
Filipino	2.6%	2.50%	2.43%	39	37	36
Hispanic/Latino	28.3%	30.54%	30.97%	426	452	458
Pacific Islander	1.1%	0.95%	0.74%	17	14	11
White	55.4%	54.26%	52.6%	833	803	778
Multiple/No Response	2.5%	3.11%	3.31%	37	46	49
Total Enrollment				1,505	1480	1479

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	418	418	421
Grade 10	378	401	401
Grade 11	365	338	344
Grade 12	344	323	313
Total Enrollment	1,505	1,480	1,479

### Conclusions based on this data:

- Overall the enrollment slightly decreased from 20-21 to 22-23, but maintain during the 21-22 to 22-23 school year. Some of the decrease can be attributed to COVID-19 pandemic. The 20-21 school year was distance learning. Not all students returned to in-person learning after the 20-21 school year. Some students continued distance learning through Independent Study.
- Grades 9 and 10 maintains fairly consistent enrollment. Grades 11 and 12 student enrollment decreased from 21-22 to 22-23 due to the learning loss caused by the COVID-19 pandemic. The decline in the upper grades is attributed to students transferring to the continuation school due to credit deficiencies.
- The African American population has increased from 21-22 to 22-23, while the White population decreased from 21-22 to 22-23.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	53	68	63	3.50%	4.6%	4.3%
Fluent English Proficient (FEP)	182	160	156	12.10%	10.8%	10.5%
Reclassified Fluent English Proficient (RFEP)	5			9.4%		

### Conclusions based on this data:

1. The EL student group constitutes a relatively low percentage of the total school population.
2. Six students that were reclassified from EL to RFEP during the 22-23 school year.
3. EL students continue to receive designated support through the two ELD classes that are offered. EL students receive academic support through the EL coordinator.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	334	317		255	290		253	290		76.3	91.5	
All Grades	334	317		255	290		253	290		76.3	91.5	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2624.	2627.		35.57	33.10		34.39	38.97		15.42	14.48		14.62	13.45	
All Grades	N/A	N/A	N/A	35.57	33.10		34.39	38.97		15.42	14.48		14.62	13.45	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.10	34.83		49.21	51.38		12.70	13.79	
All Grades	38.10	34.83		49.21	51.38		12.70	13.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.33	35.86		49.60	49.31		17.06	14.83	
All Grades	33.33	35.86		49.60	49.31		17.06	14.83	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.68	18.62		78.17	72.07		7.14	9.31	
All Grades	14.68	18.62		78.17	72.07		7.14	9.31	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	38.34	27.59		51.38	63.45		10.28	8.97	
<b>All Grades</b>	38.34	27.59		51.38	63.45		10.28	8.97	

**Conclusions based on this data:**

1. Overall participation of students increased. This increase is due to students being on campus for in-person learning. The CAASPP coordinator also increased his efforts to complete make-up tests for students, who missed the original test dates.
2. Overall the student success remained basically the same. The percent for students who achieved standard exceeded decreased slightly, while the students who achieved standard met increased slightly. The percentage of students who achieved standard nearly met and standard not met decreased slightly.
3. Overall 72% of the students received standard exceeded and standards met. 28% of students received standards nearly met and standard not met. The English department is working to align curriculum to essential standards. The English department gives practice CAASPP tests to help prepare students for the test.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	334	317		254	290		253	290		76.0	91.5	
All Grades	334	317		254	290		253	290		76.0	91.5	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2575.	2546.		17.39	10.69		19.37	16.90		21.74	23.79		41.50	48.62	
All Grades	N/A	N/A	N/A	17.39	10.69		19.37	16.90		21.74	23.79		41.50	48.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.58	14.14		42.69	36.55		38.74	49.31	
All Grades	18.58	14.14		42.69	36.55		38.74	49.31	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.97	12.76		61.66	64.83		19.37	22.41	
All Grades	18.97	12.76		61.66	64.83		19.37	22.41	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.95	13.10		61.26	61.03		17.79	25.86	
All Grades	20.95	13.10		61.26	61.03		17.79	25.86	

### Conclusions based on this data:

1. Overall participation of students increased. This increase is due to students being on campus for in-person learning. The CAASPP coordinator also increased his efforts to complete make-up tests for students, who missed the original test dates.



2. Overall 30% of the students received standard exceeded and standards met. 70% of students received standards nearly met and standard not met. The Math department is working with the UCLA Curtis Center to align curriculum to essential standards.
3. Overall the students who achieved standard nearly met and standard not met increased slightly, while the percent for students who achieved standard exceeded and standard met decreased slightly. The decrease can be attributed to the turn over in teachers in the math department.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1556.4	1541.4		1571.5	1545.4		1540.5	1536.8		17	31	
10	1560.7	1552.4		1563.7	1551.3		1556.8	1552.9		12	13	
11	*	*		*	*		*	*		9	8	
12	*	*		*	*		*	*		5	9	
All Grades										43	61	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	6.45		41.18	38.71		47.06	32.26		0.00	22.58		17	31	
10	16.67	7.69		41.67	53.85		41.67	30.77		0.00	7.69		12	13	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	11.90	6.67		40.48	46.67		45.24	31.67		2.38	15.00		42	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	41.18	22.58		52.94	51.61		5.88	19.35		0.00	6.45		17	31	
10	25.00	30.77		75.00	61.54		0.00	0.00		0.00	7.69		12	13	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	26.67		66.67	55.00		2.38	11.67		2.38	6.67		42	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.88	9.68		23.53	16.13		29.41	29.03		41.18	45.16		17	31	
10	0.00	7.69		33.33	15.38		50.00	61.54		16.67	15.38		12	13	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	2.38	6.67		23.81	20.00		40.48	41.67		33.33	31.67		42	60	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	6.45		82.35	70.97		5.88	22.58		17	31	
10	0.00	0.00		90.91	92.31		9.09	7.69		11	13	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	4.88	5.00		87.80	76.67		7.32	18.33		41	60	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	82.35	70.97		17.65	22.58		0.00	6.45		17	31	
10	100.00	84.62		0.00	7.69		0.00	7.69		12	13	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	83.33	76.67		14.29	18.33		2.38	5.00		42	60	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	9.68		41.18	29.03		47.06	61.29		17	31	
10	18.18	15.38		36.36	30.77		45.45	53.85		11	13	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.76	10.00		46.34	38.33		43.90	51.67		41	60	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	6.45		76.47	64.52		23.53	29.03		17	31	
<b>10</b>	0.00	0.00		91.67	84.62		8.33	15.38		12	13	
<b>11</b>	*	*		*	*		*	*		*	*	
<b>12</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	7.14	5.00		78.57	75.00		14.29	20.00		42	60	

**Conclusions based on this data:**

1. Overall the number of students who took the ELPAC assessment increased. The increase is due to moving from distance learning to in-person learning.
2. Overall the success decreased in every category. Students should be targeted for intervention in writing and reading. The ELD classes and the EL coordinator are providing intervention.
3. The EL coordinator is working with counselors and administrators to place new and incoming 8th grade students in the correct classes, including AVID, ELD 1-2 and ELD 3-5, as well as strategic placement in English classes.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,480</b>	<b>46.8</b>	<b>4.6</b>	<b>0.5</b>
Total Number of Students enrolled in Sherman E. Burroughs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	4.6
Foster Youth	7	0.5
Homeless	22	1.5
Socioeconomically Disadvantaged	693	46.8
Students with Disabilities	233	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	4.1
American Indian	24	1.6
Asian	43	2.9
Filipino	37	2.5
Hispanic	452	30.5
Two or More Races	46	3.1
Pacific Islander	14	0.9
White	803	54.3

**Conclusions based on this data:**

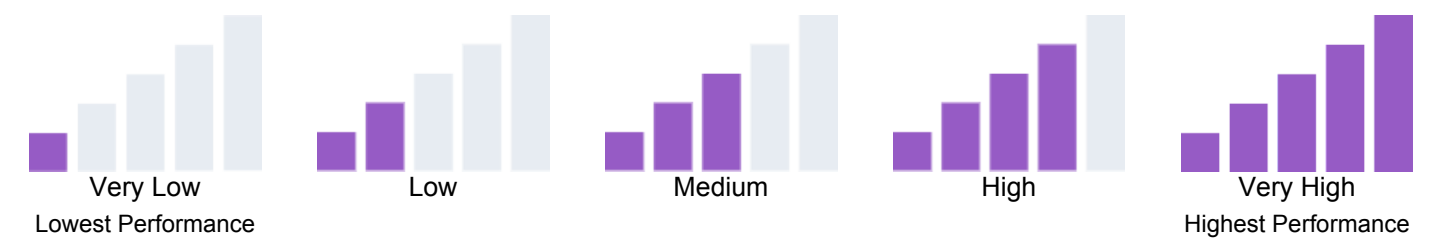
1. Due to the district providing free meals to all students, getting parents to complete the Household Data Income Form has been more difficult. Therefore, the percentage of socioeconomically disadvantaged students reported has decreased.
2. The number of students with disabilities continues to increase. We added an additional Life Skills class, as well as an RSP teacher.
3. The number of homeless students continues to increase. The COVID-19 pandemic can be attributed to the increase in homelessness due to lack of employment.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>High</div>	<div>Graduation Rate</div> <div>Medium</div>	<div>Suspension Rate</div> <div>Very High</div>
<div>Mathematics</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>No Performance Level</div>	
<div>English Learner Progress</div> <div>VeryLow</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

1. The suspension rate is high. Student groups: English learners, students with disabilities, homeless, socioeconomically disadvantages, and two or more races have a high rate of suspension. The administration is working with the Student Support Center teacher to develop strategies and systems to reduce the rate of suspensions.
2. English Learner Progress is very low. The EL coordinator is working with counselors and administrators to place new and incoming EL students in the appropriate classes, such as AVID, ELD 1-2, and ELD 3-5. The EL students are also being placed strategically in English classes that will work to enhance EL academic learning.
3. The mathematics scores continue to be low. The mathematics department is working with the UCLA Curtis Center to align curriculum to the essential standards. The high school graduation requirement for mathematics is a two year requirement. Many students taking the state testing are not currently enrolled in mathematics during the 11th grade year. The mathematics department has a lot of turn over in mathematics teachers.

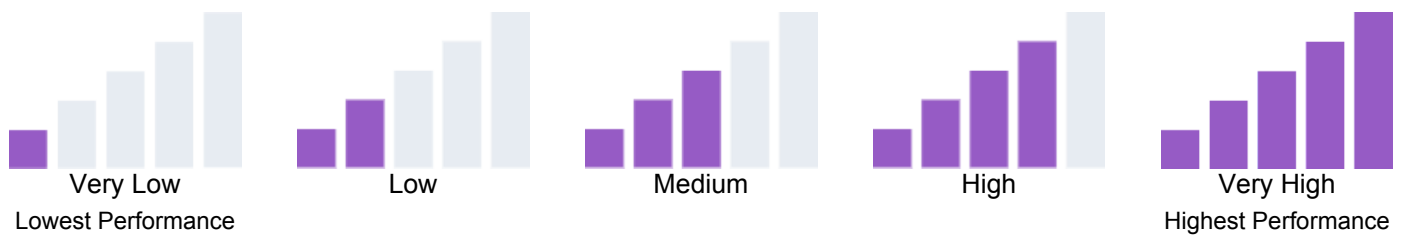


# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



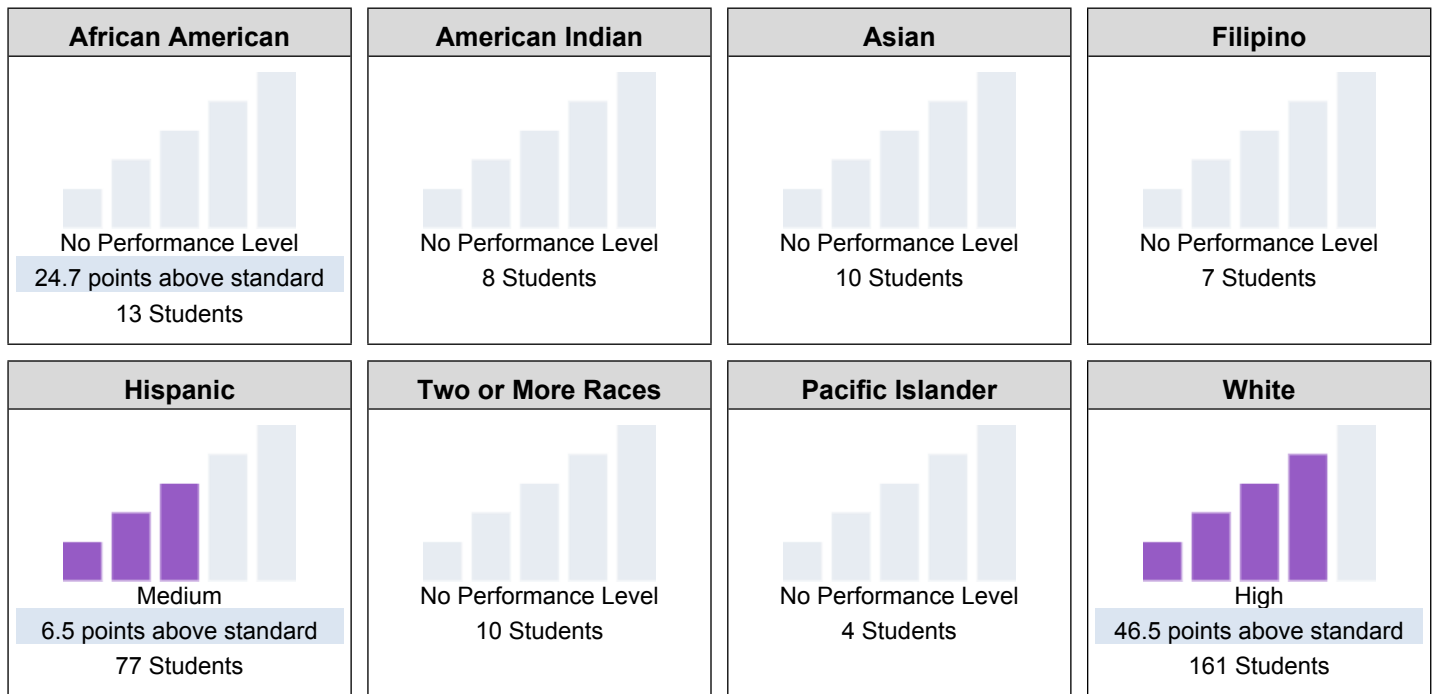
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	1	1	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>40.7 points above standard</p> <p>286 Students</p>	<p>No Performance Level</p> <p>10 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>3 Students</p>	<p>Low</p> <p>5.9 points below standard</p> <p>136 Students</p>	<p>Very Low</p> <p>118.0 points below standard</p> <p>40 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	2 Students	42.1 points above standard 243 Students

#### Conclusions based on this data:

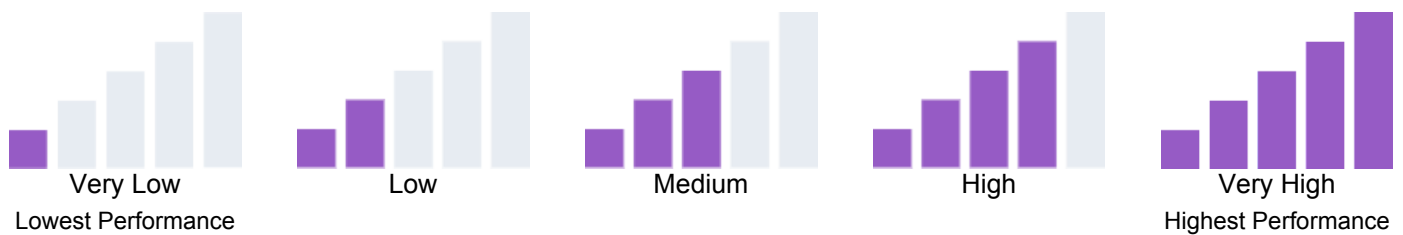
- Overall students perform well on the CAASPP test for English. The English department is working to align curriculum to essential standards. The English department gives practice CAASPP tests to help prepare students for the test.
- The students with disabilities score very low on the CAASPP test. The Special Education Department is working on developing scope and sequence for the English classes. The Special Education Department has had a lot of teacher turn over year-to-year as well as mid-year. There have been several long-term substitutes in the English SDC classes.
- The Hispanic population scores well on the CAASPP tests. The majority of the Hispanic population is enrolled in college prep English classes. EL coordinator is working closely with the English department members to provide extra support for the EL students.

# School and Student Performance Data

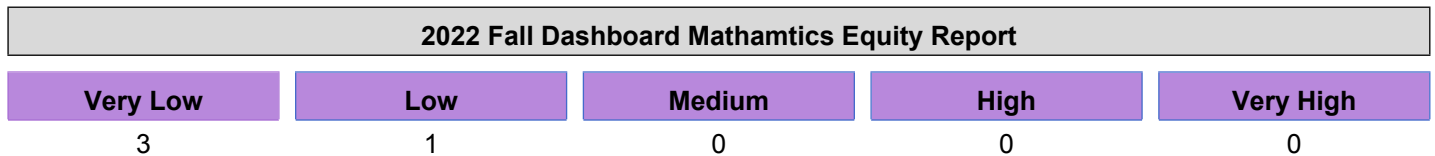
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

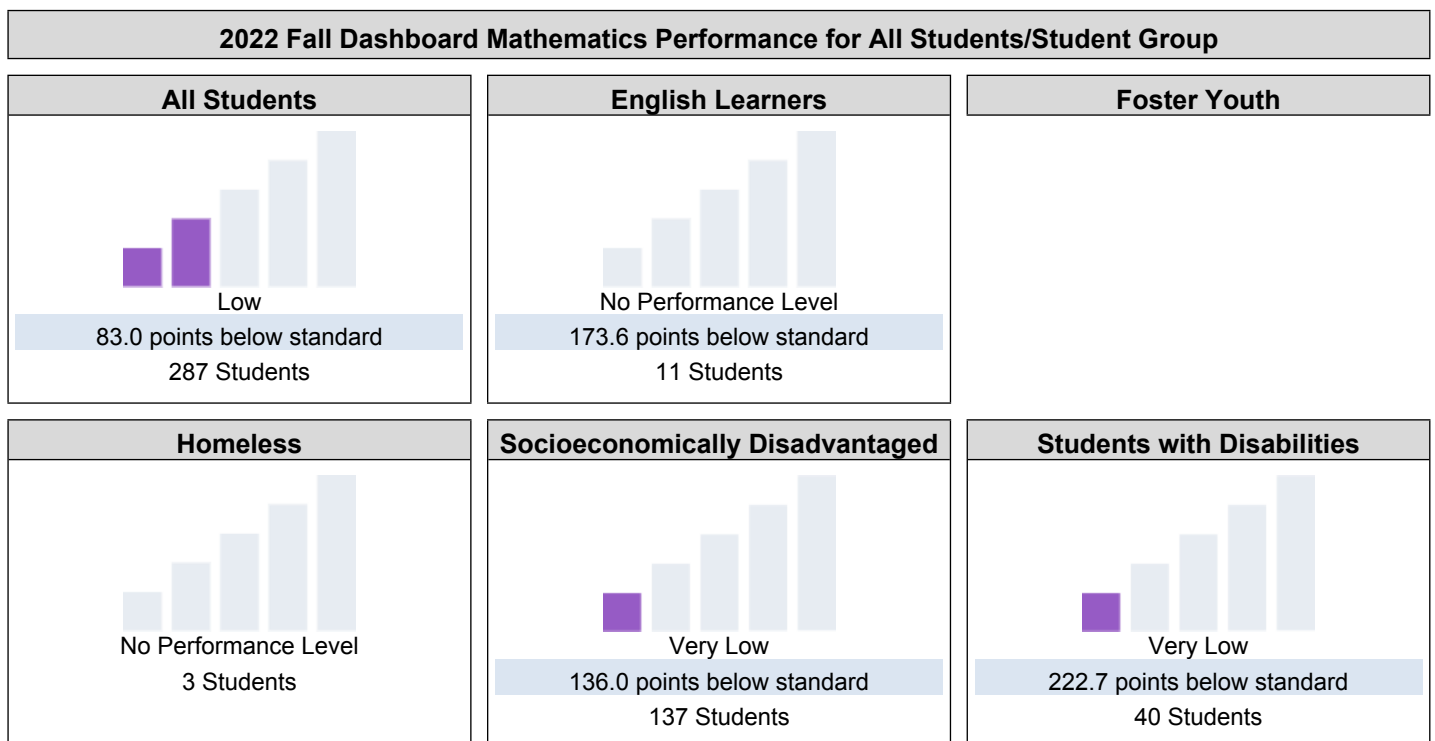
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



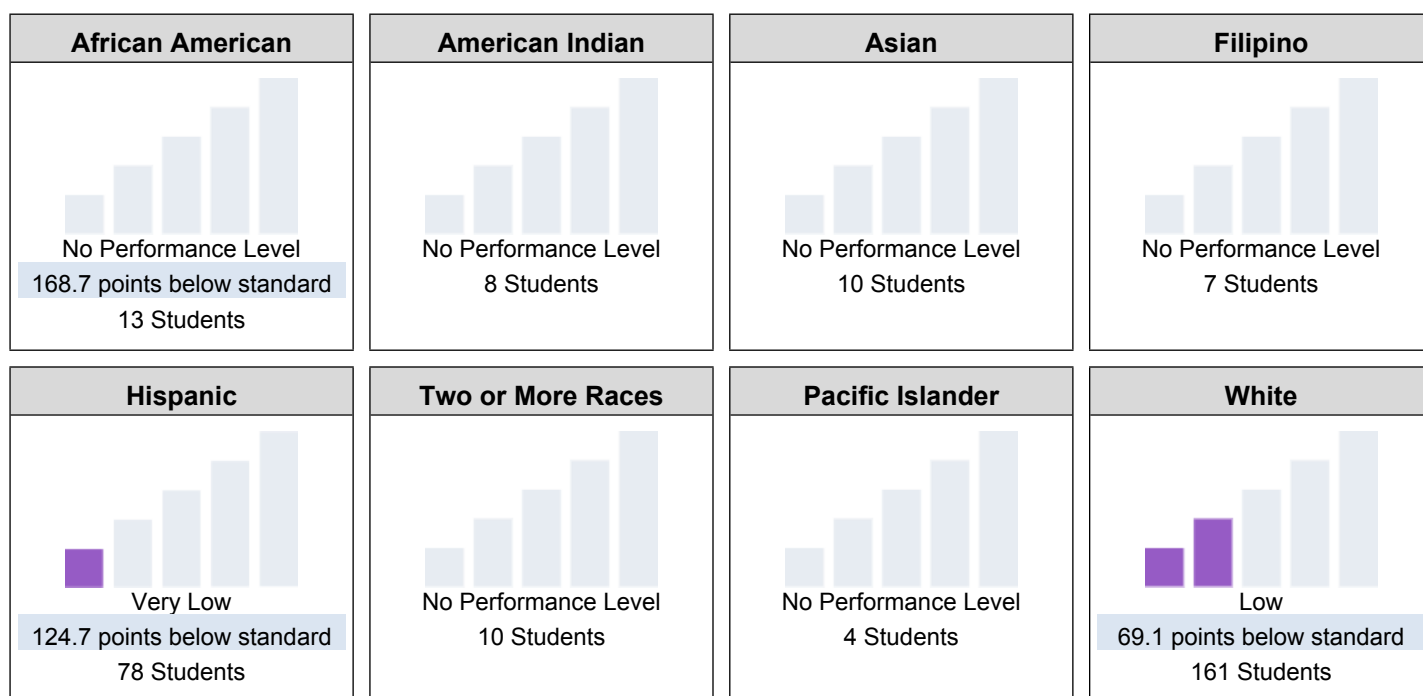
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	3 Students	78.7 points below standard 243 Students

### Conclusions based on this data:

1. The mathematics scores continue to be low. The mathematics department is working with the UCLA Curtis Center to align curriculum to the essential standards. The mathematics department has a lot of turn over in mathematics teachers.
2. The students with disabilities score very low on the CAASPP test. The Special Education Department is working on developing scope and sequence for the mathematics classes. The Special Education Department has had a lot of teacher turn over year-to-year.
3. The high school graduation requirement for mathematics is a two year requirement. Many students taking the state testing are not currently enrolled in mathematics during the 11th grade year. The CAASPP coordinator gives the students, who aren't enrolled in mathematics a review before testing. The mathematics department is working on adding new courses, such as Financial Algebra 1 & 2, as well as AP Computer Science A.

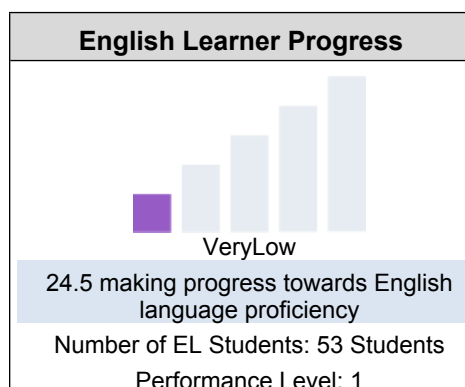
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
50.9%	24.5%	1.9%	22.6%

#### Conclusions based on this data:

1. The EL coordinator is working with counselors and administrators to place new and incoming 8th grade students in the correct classes, including AVID, ELD 1-2 and ELD 3-5.
2. The EL Coordinator is working with counselors and administrators to strategically place EL students in English classes. The EL coordinator will work with those English teachers to provide more support for the EL students.
3. EL Coordinator, ELD teacher, and AVID teachers are provided with continuous training in their courses to help support the students in their classes.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

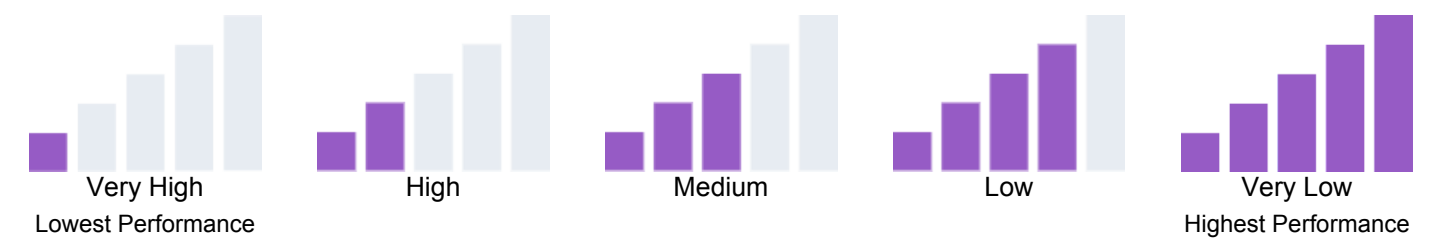
1. Academic counselors encourage students to enroll in CTE courses and complete pathways.
2. Health Careers was not taught during the 2022-2023 school year, but will be an option during the 2023-2023 school year.
3. Students are encouraged to take courses to meet UC/CSU a-g eligibility. New courses are added each year to enhance course offerings.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



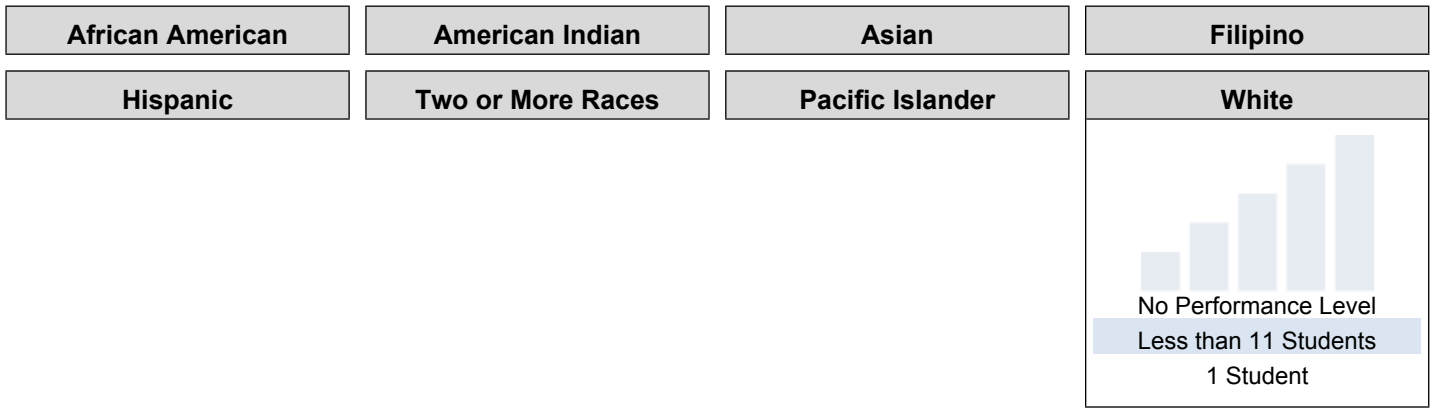
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level Less than 11 Students 1 Student</p>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

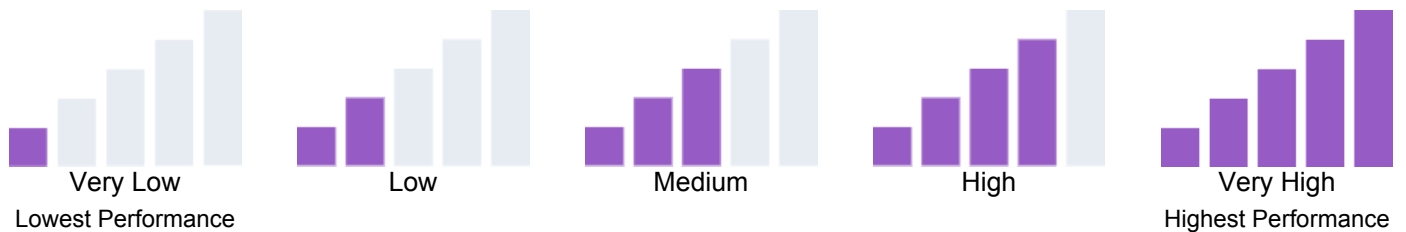
2. The state does not track chronic absenteeism for 9 -12 grade, however the school does and we address it in many ways, including phone calls & conferences with students and parents/guardians.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



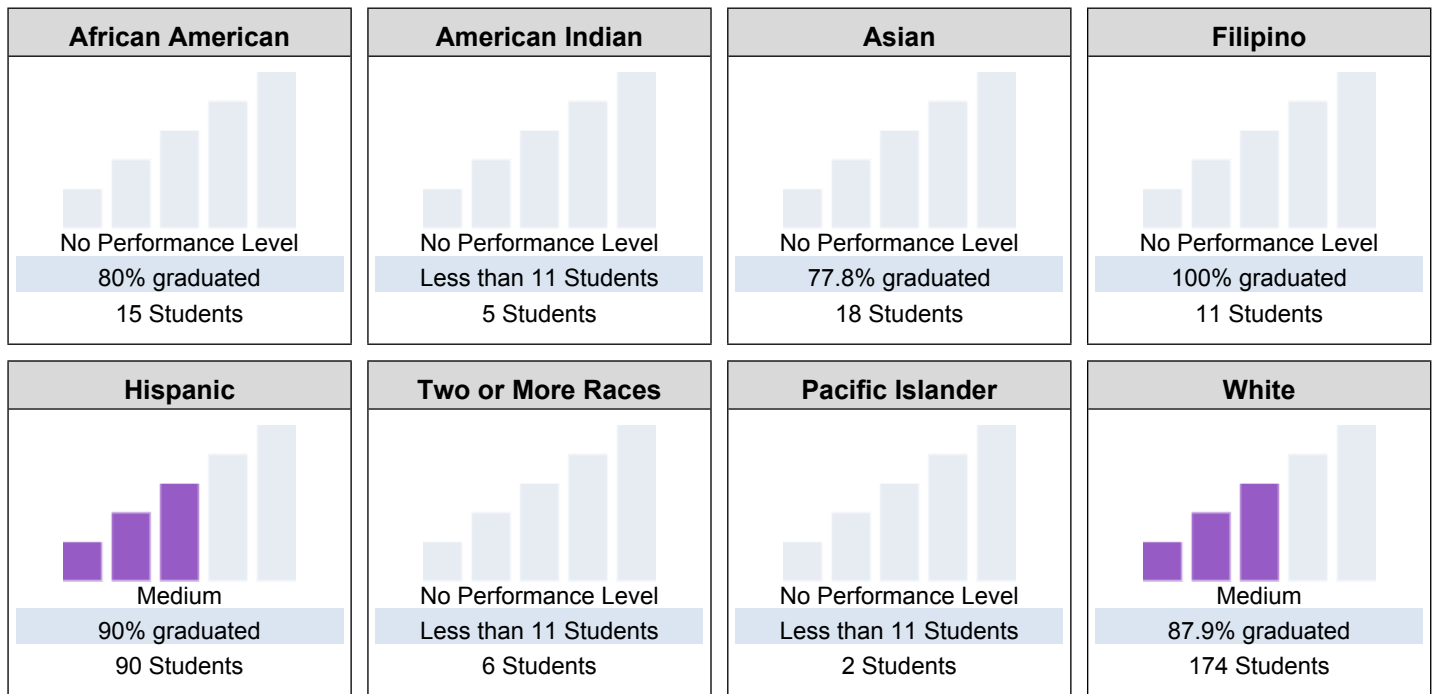
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
1	0	3	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Medium</p> <p>88.2% graduated</p> <p>321 Students</p>	<p>No Performance Level</p> <p>82.4% graduated</p> <p>17 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Medium</p> <p>86.9% graduated</p> <p>213 Students</p>	<p>Very Low</p> <p>59.6% graduated</p> <p>57 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

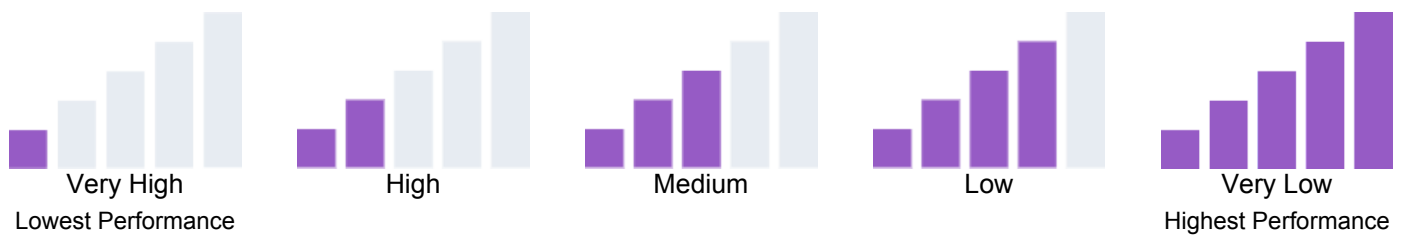
1. Overall, the graduation rate has decreased slightly. Counselors work with students to enroll in summer school and credit recovery classes to earn credits.
2. Students with Disabilities success/progress will be monitored for needed interventions. Students with disabilities can continue to enroll in high school classes until they are 22 years old. The graduation rate is measured based on students, who graduate in four years.
3. The graduation rate can be attributed to learning loss that happened during the COVID-19 pandemic.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



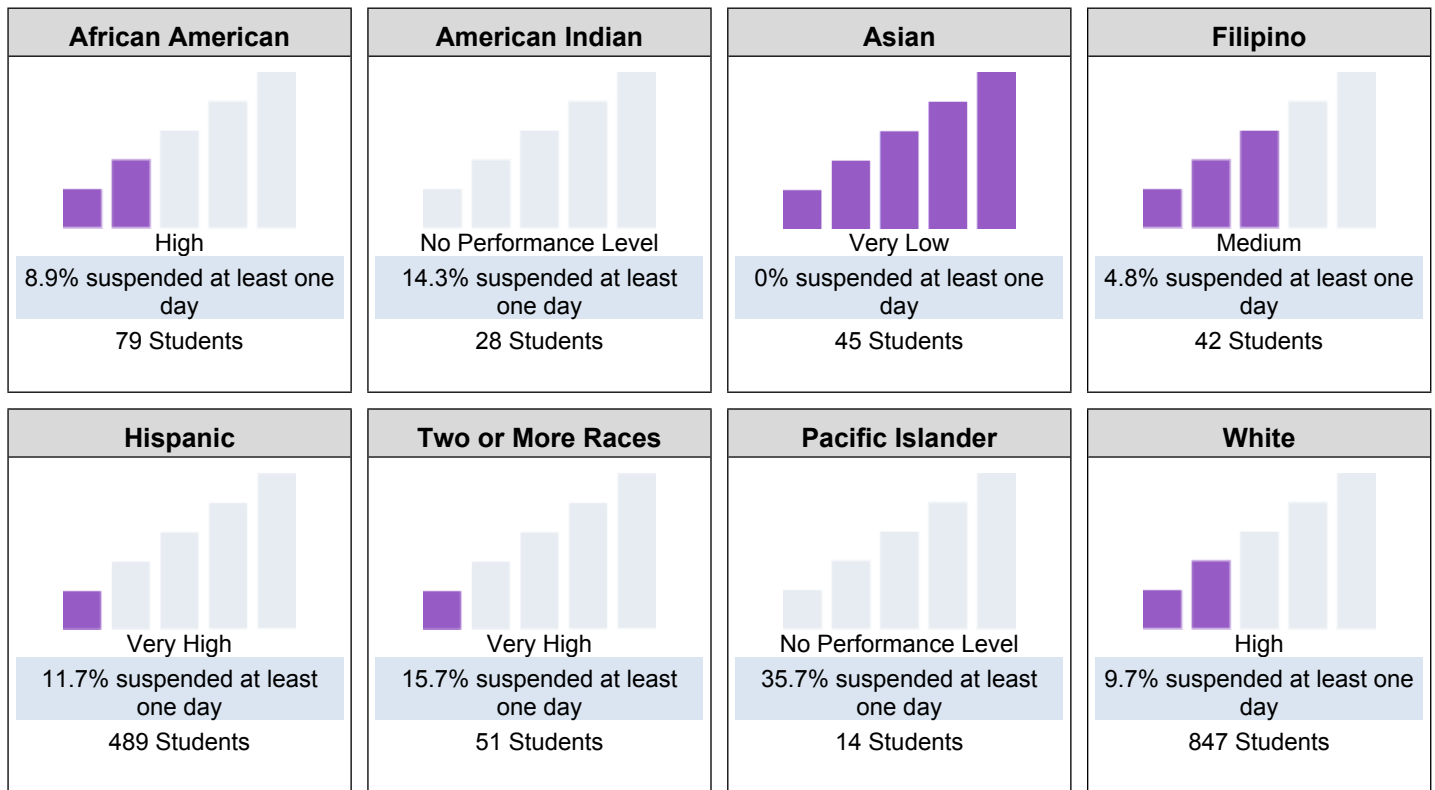
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
5	3	1	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>10.3% suspended at least one day</p> <p>1595 Students</p>	<b>English Learners</b> <p>Very High</p> <p>11.8% suspended at least one day</p> <p>76 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>7.1% suspended at least one day</p> <p>14 Students</p>
<b>Homeless</b> <p>High</p> <p>7.7% suspended at least one day</p> <p>39 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>13% suspended at least one day</p> <p>831 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>16% suspended at least one day</p> <p>262 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The suspension rate is high. Student groups: English learners, students with disabilities, homeless, and socioeconomically disadvantages have a high rate of suspension. The administration is working with the Student Support Center teacher to develop strategies and systems to reduce the rate of suspensions.
2. After a year of distance learning, there were a lot more negative students behaviors. Suspension was one of the tools the administration used to correct the negative behaviors.
3. During the 2021-2022 school year, professional development was provided to identify school values. The faculty developed and continues to develop common systems of support for behavior management.

# 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

Students with Disabilities were very low in ELA. Hispanic, Socioeconomically Disadvantaged and Students with Disabilities were very low in Math. English Learner Progress was very low.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2(a): Implementation of CCSS Butte County Office of Education CCSS Implementation Matrix	2022-23 Metric: Level 2 Developing Awareness	Increase Butte County Office of Education CCSS Implementation Metric Level to 3 Full Awareness, 4 Student Awareness, or 5 Full Implementation.
CAASPP Scores	2021: 11th grade ELA: 69.96% 11th grade Math: 36.76% 2022: 11th grade ELA: 72.07% 11th grade Math: 27.59%	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)
6000 01-0000-0-4300.00-0000-2700-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Office Supplies (Administration)
6000 01-0000-0-4300.00-0000-2700-401-46-000-0000	General Unrestricted 4000-4999: Books And Supplies Office Supplies (Graduation)
6000 01-0000-0-4400.00-0000-2700-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Office Supplies (Equipment)
600 01-0000-0-4300.00-0000-3140-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Nurses Office Supplies

## 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)
22586 01-0000-0-4300.00-1110-1000-401-88-000-7540	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.
5000 01-0000-0-4400.00-1110-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Equipment- Printers, technology, etc.
2000 01-0000-0-5710.41-1110-1000-401-88-000-0000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Print Shop materials for classroom instruction
500 01-0000-0-4300.00-1140-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for English Department

5000 01-0000-0-4300.00-1200-1000-401-88-000-0000	General Unrestricted - Music 4000-4999: Books And Supplies Instructional supplies for music
15000 01-0000-0-4400.00-1200-1000-401-88-000-0000	General Unrestricted - Music 4000-4999: Books And Supplies Music Dept. Non-Capital Equipment
10000 01-0000-0-5710.46.00-1200-1000-401-88-000-0000	General Unrestricted - Music 5000-5999: Services And Other Operating Expenditures Music Dept. Transportation/Field Trip
500 01-0000-0-4300.00-1380-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Math Department
3000 01-0000-0-4300.00-1500-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Science Department
4500 01-0000-0-5600.00-1500-1000-401-88-000-0000 equipment repair	General Unrestricted 5000-5999: Services And Other Operating Expenditures Science department equipment and repair

### 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)

9000  
01-0000-0-5800.00-0000-2420-401-88-000-0000

6000  
01-0000-0-5800.00-1110-1000-401-88-000-0000

#### Source(s)

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

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

## 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)
13500 01-0000-0-4300.00-1190-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Art Department
5000 01-0000-0-4300.00-1210-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Drama Department
500 01-0000-0-4300.00-1220-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Foreign Language
6000 01-0000-0-4300.00-1460-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for PE Department
500 01-0000-0-4300.00-1540-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Social Science
4500 01-0000-0-4300.00-3800-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Career Technical Education
2500 01-0000-0-4300.00-5760-1000-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Instructional materials for Special Education



# 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

The following student groups were identified for very high suspension rates on the 2022 California Dashboard: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism	2021-22: Burroughs Attendance Rate: 90.2% 2021-22: 460 Chronically Absent Students	Maintain/Increase Attendance Rate by 2% Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	2021-22 Burroughs Suspension Rate: 10.3%	Maintain/Decrease Suspension Rate by 2%
California Healthy Kids Survey	2023 Winter Survey Summary: 40% of 9th and 46% of 11th-grade students feel connected to the 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.

### 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)

15000  
01-0000-0-1100.14-1110-1000-601-00-002-1003 (Extended Day Stipend)

Source(s)

LCFF Supp Conc - Intervention (BS/AS)  
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)

2000  
01-0000-0-5600.00-0000-7550-401-88-000-0000

Source(s)

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)

4500  
01-0000-0-1100.04-1110-1000-401-88-000-0000

Source(s)

General Unrestricted  
1000-1999: Certificated Personnel Salaries  
Faculty compensation for facilitating LINK Crew

3000  
01-0000-0-4200.00-0000-2420-401-88-000-0000

General Unrestricted  
4000-4999: Books And Supplies  
Replace and/or replenish library books for circulations

2000 01-0000-0-4300.00-0000-2420-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Library media services- Print services for students.
500 01-0000-0-4300.00-0000-3110-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies Counseling materials- office materials.
4000 01-0000-0-5800.00-1110-1000-401-88-000-0000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities

# 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

The following student groups were identified for very low graduation rates on the 2022 California Dashboard: Students with Disabilities. The following student groups were identified for medium graduation rates on the 2022 California Dashboard: Hispanic, Socioeconomically Disadvantaged, and White.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Graduation Rate	SWD Graduation Rate: 59.6% Socioeconomically Disadvantaged Graduation Rate: 86.9% White Graduation Rate: 87.9% Hispanic Graduation Rate: 90%	Maintain/Increase percentage of identified student groups graduating 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 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)

Band and Athletic Booster Clubs support sports and performing arts

Other  
None Specified  
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)

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

Source(s)

None Specified  
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)

1000  
01-0000-0-5710.41-0000-2700-401-88-000-0000

Source(s)

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

12000  
01-0000-0-5900.00-0000-2700-401-88-000-0000

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	2022 FIT Rating: Good	Maintain/Increase FIT rating.
California Healthy Kids Survey	Winter 2023 Survey Results: 45% of 9th and 50% of 11th-grade students feel the school is safe or very safe.	Increase "students feel safe at school" 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. 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)
54000 01-0000-0-4300.00-0000-8200-401-88-000-0000	General Unrestricted 4000-4999: Books And Supplies custodial supplies & equipment

01-0000-0-4400.00-0000-8200-401-88-000-0000

2000  
01-0000-0-4300.00-0000-8200-401-88-000-7540

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	2022-23 Number/rate of fully credentialed teachers 60/75 or 80%	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)
Avid Implementation Training- Currently funded through Curriculum and Instruction Office	District Funded
3500	Avid Implementation Training- Currently funded through Curriculum and Instruction Office
	General Unrestricted
	1000-1999: Certificated Personnel Salaries



01-0000-0-1100.01-1110-1000-401-88-000-0000

Substitutes for teachers attending professional development

5500  
01-0000-0-5200.00-1110-1000-401-88-000-0000

General Unrestricted  
5000-5999: Services And Other Operating Expenditures  
Professional Development: Travel expenses, conference registrations, and meals.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard Priority 2(a): Implementation of CCSS Butte County Office of Education CCSS Implementation Matrix	Increase Butte County Office of Education CCSS Implementation Metric Level to 3 Full Awareness, 4 Student Awareness, or 5 Full Implementation.	2021-22 Metric: Level 2 Developing Awareness 2022-23 Metric: Level 2 Developing Awareness Maintained
CAASPP Scores	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	Increased ELA by 2.11% but decreased math by 9.17% 2021: 11th grade ELA: 69.96% 11th grade Math: 36.76% 2022: 11th grade ELA: 72.07% 11th grade Math: 27.59%

## 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).	Provide non-instructional, basic site operation supplies (classroom, office, mailing).  Graduation supplies have increased in price.	Office Supplies (Administration) 4000-4999: Books And Supplies General Unrestricted 4500	Office Supplies (Administration) 4000-4999: Books And Supplies General Unrestricted 5920
		Office Supplies (Graduation) 4000-4999: Books And Supplies General Unrestricted 5000	Office Supplies (Graduation) 4000-4999: Books And Supplies General Unrestricted 5050
		Office Supplies (Equipment) 4000-4999: Books And Supplies General Unrestricted 5000	Office Supplies (Equipment) 4000-4999: Books And Supplies General Unrestricted 5310
		Nurses Office Supplies 4000-4999: Books And Supplies General Unrestricted 400	Nurses Office Supplies 4000-4999: Books And Supplies General Unrestricted 330

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
2. Provide supplies and equipment to support the implementation of common core instruction.	Provide supplies and equipment to support the implementation of common core instruction.	Classroom supplies-consumables such as paper, printer ink, staples, pads, paper clips, pencil sharpener, US Flags, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 20000	Classroom supplies-consumables such as paper, printer ink, staples, pads, paper clips, pencil sharpener, US Flags, and miscellaneous. 4000-4999: Books And Supplies General Unrestricted 18800
	The district designated more funds for music. Music received more money for supplies and equipment and repair. The district designated money for transportation and field trips. These funds need to be added to next year's budget.	Equipment- Printers, technology, etc. 4000-4999: Books And Supplies General Unrestricted 5000	Equipment- Printers, technology, etc. 4000-4999: Books And Supplies General Unrestricted 0
	Science department received microscope repair.	Print Shop materials for classroom instruction 5000-5999: Services And Other Operating Expenditures General Unrestricted 2500	Print Shop materials for classroom instruction 5000-5999: Services And Other Operating Expenditures General Unrestricted 1800
		Instructional materials for English Department 4000-4999: Books And Supplies General Unrestricted 500	Instructional materials for English Department 4000-4999: Books And Supplies General Unrestricted 0
		Instructional supplies for music 4000-4999: Books And Supplies General Unrestricted 1000	Instructional supplies for music 4000-4999: Books And Supplies General Unrestricted 0
		Musical instrument repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Musical instrument repair 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Instructional materials for Math Department 4000-4999: Books And Supplies General Unrestricted 1054	Instructional materials for Math Department 4000-4999: Books And Supplies General Unrestricted 110
		Instructional materials for Science Department 4000-4999: Books And Supplies General Unrestricted 1500	Instructional materials for Science Department 4000-4999: Books And Supplies General Unrestricted 1600
		Science department equipment and repair 5000-5999: Services	Science department equipment and repair 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Other Operating Expenditures General Unrestricted 1500	And Other Operating Expenditures General Unrestricted 5200
3. Provide technological tools to assist teachers in implementation of common core instruction.	Provide technological tools to assist teachers in implementation of common core instruction.  The licenses were purchased, but the two accounts were used different than they were expected. The total amount is still about the same.	Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, & Noodle Tools. 5000- 5999: Services And Other Operating Expenditures General Unrestricted 9000  License for Turnitin.com for plagiarism detection in core classes 5000- 5999: Services And Other Operating Expenditures General Unrestricted 6250	Library database subscriptions including Oxford University Data Base, Info Base, Country Reports, Ebsco, & Noodle Tools. 5000- 5999: Services And Other Operating Expenditures General Unrestricted 1134  License for Turnitin.com for plagiarism detection in core classes 5000- 5999: Services And Other Operating Expenditures General Unrestricted 13800
4. Provide instructional materials for subject specific courses.	Provide instructional materials for subject specific courses.  The art department has two more ceramics classes than previous years. More clay had to be purchased.  Career Technical Education has funds from CTEIG and Perkins. They spend money from those grants for most of their supplies.	Instructional materials for Art Department 4000- 4999: Books And Supplies General Unrestricted 10000  Instructional materials for Drama Department 4000-4999: Books And Supplies General Unrestricted 5000  Instructional materials for Foreign Language 4000-4999: Books And Supplies General Unrestricted 500  Instructional materials for PE Department 4000-4999: Books And Supplies General Unrestricted 4000  Instructional materials for Social Science 4000- 4999: Books And Supplies General Unrestricted 500  Instructional materials for Career Technical Education 4000-4999:	Instructional materials for Art Department 4000- 4999: Books And Supplies General Unrestricted 10850  Instructional materials for Drama Department 4000-4999: Books And Supplies General Unrestricted 2715  Instructional materials for Foreign Language 4000-4999: Books And Supplies General Unrestricted 0  Instructional materials for PE Department 4000-4999: Books And Supplies General Unrestricted 4000  Instructional materials for Social Science 4000- 4999: Books And Supplies General Unrestricted 0  Instructional materials for Career Technical Education 4000-4999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies General Unrestricted 6000	Books And Supplies General Unrestricted 2100
		Instructional materials for Special Education 4000-4999: Books And Supplies General Unrestricted 2000	Instructional materials for Special Education 4000-4999: Books And Supplies General Unrestricted 650

## Analysis

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

Overall, the money designated for the various supplies was spent on those supplies. Most planned actions 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 1. The funds were used to provide rigorous academic programs.

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

The music department received extra funds from the district. The art department needs more fund to account for the increase in classes. The science department spent more than usual due to the overdue microscope repairs.

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 current goal, annual outcomes, metrics, and strategies/activities are aligned to the district LCAP.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Maximize student engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Maintain/Increase rate by 2%	2020-21 Attendance Rate: 98.4%; 2021-22 Attendance Rate: 90.2% Decreased 8.2%
Suspension Rate	Maintain/Decrease Suspension rate by 2%	2020-21 Suspension Rate: .3% 2021-22 Suspension Rate: 10.3% Increased 10%
California Healthy Kids Survey	Maintain/Increase school connectedness by 2%	2022 Winter Survey Summary: 46% of 9th and 41% of 11th-grade students feel connected to the school. 2023 Winter Survey Results: 40% of 9th and 46% of 11th-grade students feel connected to the school. 9th-grade decreased 6% and 11th-grade increased 5%

## 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.	Provide before/after school or lunch time academic interventions.	Academic Learning Lounge during lunch 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 15000	Academic Learning Lounge during lunch 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 15000
2. Provide evidence -based, supplemental academic intervention materials.	Provide evidence -based, supplemental academic intervention materials.	Lease of copy machines to support supplemental instructional materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Lease of copy machines to support supplemental instructional materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 1650

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.	Faculty compensation for facilitating LINK Crew 1000-1999: Certificated Personnel Salaries General Unrestricted 4925	Faculty compensation for facilitating LINK Crew 1000-1999: Certificated Personnel Salaries General Unrestricted 4005
	The library purchased books through the fund they collected from hosting a book fair.	Replace and/or replenish library books for circulations 4000-4999: Books And Supplies General Unrestricted 3500	Replace and/or replenish library books for circulation 4000-4999: Books And Supplies General Unrestricted 0
	The library doesn't print much anymore, due to the one to one Chromebooks students have. Students turn in more of their assignments digitally.	Library media services-Print services for students. 4000-4999: Books And Supplies General Unrestricted 2000	Library Supplies 4000-4999: Books And Supplies General Unrestricted 1645
	Currently an invoice for the "Blockbuster" has not been received.	Counseling materials-office materials. 4000-4999: Books And Supplies General Unrestricted 500	Counseling materials-office materials. 4000-4999: Books And Supplies General Unrestricted 410
		Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities 5000-5999: Services And Other Operating Expenditures General Unrestricted 5000	Publish "Blockbuster" to facilitate school connectedness and improve student information about site activities 5000-5999: Services And Other Operating Expenditures General Unrestricted 0

## Analysis

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

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

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

Overall the funds were used to maximize student engagement and achievement.

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

The library purchased books through the fund they collected from hosting a book fair. The library doesn't print much anymore, due to the one to one Chromebooks students have. Students turn in more of their assignments digitally. Currently an invoice for the "Blockbuster" has not been received.

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 goal, the annual outcomes, metrics, and strategies/activities align to the district LCAP.



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Grow family and community partnerships that benefit students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard Graduation Rate	Maintain/Increase percentage of identified student groups graduating by 2%.	Baseline established 2023; Growth TBD

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide family events to increase parent/guardian engagement.	. Provide family events to increase parent/guardian engagement.	Athletic, music department, and visual and performing arts events. None Specified Other	Athletic, music department, and visual and performing arts events. None Specified Other
2. Provide parent education including but not limited to College and Career Readiness, etc.	Provide parent education including but not limited to College and Career Readiness, etc.	Collaboration with Cerro Coso Community College and BHS counselors to provide FAFSA informational meetings None Specified	Collaboration with Cerro Coso Community College and BHS counselors to provide FAFSA informational meetings None Specified
3. Provide ongoing communication with families regarding student academic success.	Provide ongoing communication with families regarding student academic success.	Print shop for parent communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 1500  Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 12000	Print shop for parent communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 840  Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 8600

## Analysis

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

Overall, less money was spent than estimated.

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

Overall, the action/services were effective in meeting Goal 3, however we need to increase opportunities to provide family partnerships, such as increasing communication about college and career readiness.

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

The postage expenditure is lower, because there is still another report card to be sent home. Parent communication is mostly digital through Parent Square.

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.

This goal, the annual outcomes, metrics, and strategies/activities align to the district LCAP.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

Guarantee safe and well-maintained facilities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating.	maintained level-2021 FIT Rating: Good; 2022 FIT Rating: Good
California Healthy Kids Survey	Increase "students feel safe at school" by 2%	Winter 2022 Survey Results: 53% of 9th and 52% of 11th-grade students feel the school is safe or very safe. Winter 2023 Survey Results: 45% of 9th and 50% of 11th-graders feel the school is safe or very safe. 9th grade decreased 8% and 11th grade decreased 2%.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Support safe and well-maintained facilities.  The warehouse custodial supplies were purchased through the custodial supplies and equipment budget.	custodial supplies & equipment 4000-4999: Books And Supplies General Unrestricted 52500  Warehouse custodial supplies 4000-4999: Books And Supplies General Unrestricted 2000	custodial supplies & equipment 4000-4999: Books And Supplies General Unrestricted 53055  Warehouse custodial supplies 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, planned actions and services were implemented as planned.

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

Overall, the actions/services were effective in meeting Goal 4, however, we need to continue to look for ways to improve school safety and continue to maintain facilities.

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

Material differences between proposed expenditures and estimated actual expenditures are due to warehouse custodial supplies being purchased through the custodial supplies budget.

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.

This goal, the annual outcomes, metrics, and strategies/activities align to the district LCAP.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## 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%	2021-22 Number/rate of fully credentialed teachers 60/76 or 79% 2022-23 Number/rate of fully credentialed teachers: 60/75 or 80% Increased 1%

## 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.	Provide professional development in identified areas of site need and district initiatives.	Avid Implementation Training- Currently funded through Curriculum and Instruction Office District Funded	Avid Implementation Training- Currently funded through Curriculum and Instruction Office District Funded
		Substitutes for teachers attending professional development 1000-1999: Certificated Personnel Salaries General Unrestricted 4771	Substitutes for teachers attending professional development 1000-1999: Certificated Personnel Salaries 450
		Professional Development: Travel expenses, conference registrations, and meals. 5000-5999: Services And Other Operating Expenditures General Unrestricted 8500	Professional Development: Travel expenses, conference registrations, and meals. 5000-5999: Services And Other Operating Expenditures General Unrestricted 5000

## Analysis

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

Overall the implementation of strategies/activities were successful in achieving the articulated goal.

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

Overall the effectiveness of strategies/activities were successful in achieving the articulated goal.

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

Material differences between the proposed expenditures and the estimated actual expenditures were due to the Curriculum and Instruction Office providing the funds for most of the professional development.

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.

This goal, the annual outcomes, metrics, and strategies/activities align to the district LCAP.

# 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	198,186.00	
General Unrestricted - Music	30,000.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	15,000.00	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	\$243,186.00

## 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 (\$)
------------------	-----------------

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	\$198,186.00
General Unrestricted - Music	\$30,000.00
LCFF Supp Conc - Intervention (BS/AS)	\$15,000.00

Subtotal of state or local funds included for this school: \$243,186.00

Total of federal, state, and/or local funds for this school: \$243,186.00

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

Name of Members	Role
Carrie Cope	Principal
Judy Dwyer	Classroom Teacher
Mark Laffin	Classroom Teacher
Esprit Frisbie	Other School Staff
Michele Lazaro	Other School Staff
Chris Ostermann	Other School Staff
Becky Anderson	Parent or Community Member
Colleta Baker	Parent or Community Member
Megan Hall	Parent or Community Member
Princess Monica Monsalud	Secondary Student
Annalise Ostash	Secondary Student
Brianna Tejeda	Secondary Student

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 5/16/23.

Attested:



Principal, Carrie Cope on 5/16/2023



SSC Chairperson, Megan Hall on 5/16/2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019