School Year: **2023-24**

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
Burney Junior-Senior High School	45699894531000	October 27, 2023	March 13, 2024

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)

Schoolwide Program
The purpose of the plan is a Schoolwide plan to include and involve all students attending Burney Junior Senior High School.

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

The school follows the district LCAP plan and local, state, and federal mandates for effectively meeting the ESSA requirements and aligning our goals with the district's LCAP plan.

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Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The surveys used to provide data to Burney Junior Senior High School are the LCAP Survey and the Healthy Kids Survey (Summaries are available upon request).

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Probationary teachers are formally evaluated twice a year, tenured teachers with less than 10 years experience are formally evaluated every other year. Teachers with at least 10 years of experience with the Fall River Joint Unified School District and are highly qualified are evaluated every 5 years. Informal classroom observations take place frequently with all teachers throughout the school year. A summary of findings through formal evaluations and observations would prove that current teachers at Burney Junior Senior High School are performing at a satisfactory level on their evaluations.

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Burney Junior Senior High School assesses students annually through the California Assessment of Student Performance and Progress (CAASPP) Program on the SmarterBalanced assessments. The SmarterBalanced assessments are administered at grades 7, 8, and 11. Students are assessed on science curriculum on the California Science Test (CAST). The CAST is administered to students in 8th grade and once in their high school career. Local assessments are administered in all subject areas both formatively and summatively throughout the school year.

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

All assessment data is analyzed and monitored to analyze student achievement and instructional practices & programs. Assessments are used to improve instructional practices & programs and to assist the teachers in monitoring and modifying classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers except two are considered "highly qualified" at Burney Junior Senior High School. The two teachers who are not considered "highly qualified" are board approved and progressing in their respective credentialing in their subject area.

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

All core subject area teachers at Burney Junior Senior High School have access to state adopted textbooks, curriculum, and instructional materials. Teachers have the opportunity to pursue professional development opportunities throughout the calendar year. For the 2022-2023 school year most of the professional development opportunities are back to being offered in-person, some are still offered virtually or online.

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

All instructional staff development opportunities presented to the teachers at Burney Junior Senior High School are aligned and related to content standards, assessment, and professional needs.

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

Currently, the administration provides ongoing instructional assistance and support for classroom teachers through observations, feedback, professional development, and trainings.

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

Teacher collaboration takes place on Friday afternoons. Burney Junior Senior High School has scheduled a minimum day every Friday to provide collaboration time for teachers, staff, and administration. Faculty meetings, department meetings, grade level meetings, student study teams, site council meetings, and department and/or grade level meetings takes place every Friday afternoon at Burney Junior Senior High School.

Teaching and Learning

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

All curriculum, instruction, and instructional materials are aligned to the content and performance standards for each subject area.

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

Burney Junior Senior High School meets or exceeds recommended instructional minutes for reading/language arts and mathematics as reflected by the bell & master schedules. Burney Junior Senior High School dedicates 50 minutes per day for English Language Development (ELD) instruction and support.

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

Burney Junior Senior High School offers a sufficient number of intervention courses. One course that appears on the master schedule is a study skills 7/8 class for 7th & 8th grade students. Another intervention that does not appear on the master schedule is our pullout tutoring for our Native American students with a Native American paraprofessional that is available daily for our Native American students. Tutoring for our Native American students is available Monday through Friday predominantly in the afternoons. The master schedule at Burney Junior Senior High School does not provide much flexibility because some courses are only offered once throughout the school day and students have to make difficult choices in selecting courses.

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

The students at Burney Junior Senior High School have access to standards-based instructional materials. The instructional materials are available and appropriate to all student groups.

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

The teachers at Burney Junior Senior High School use SBE-adopted textbooks and standards-aligned instructional materials in core subject areas. All students have access to standards-aligned core subjects.

Opportunity and Equal Educational Access

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

Burney Junior Senior High School provides academic support classes for underperforming students in 7th & 8th grades. Our mathematics department offers a slower paced Integrated Mathematics II pathway, as a two-year course for underperforming mathematics students at the high school level in grades 10 and 11. The courses cover the Integrated Mathematics II class in two years. It is at a slowed pace. Integrated Mathematics IIA (1st-year/sophomore year) and Mathematics IIB (2nd-year/junior year) for high school students who underperformed in 9th grade Integrated Mathematics I. Burney Junior Senior High School provides English Language Development (ELD) instruction and support every day. Beginning with the 2022-2023 school year and continuing in the 2023-2024 school year, Burney Junior Senior High School provides ELD pullout support with the ELD teacher/paraprofessional daily. Burney Junior Senior High School provides after-school tutoring for all underperforming students with a credentialed teacher four days a week.

Evidence-based educational practices to raise student achievement

Daily classroom instruction that includes evidence-based pedagogy take place daily at Burney Junior Senior High School. Formative and summative assessments to address and improve student achievement of the state standards take place throughout the school year culminating with the Smarter Balanced assessment in English/language arts and mathematics, and the California Science Test (CAST). Assessment data is used to guide and modify instruction throughout the school year. Professional development that addresses the Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP) is offered to teachers throughout the calendar year.

Parental Engagement

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

The College to Career Center is a resource center at Burney Junior Senior High School that provides resources to families, students, and the community to assist under-achieving students. There are many Shasta County and community resources utilized for under-achieving students at Burney Junior Senior High School. Resources and services are especially available to students who are identified as Low-Socioeconomic, Foster Youth, English Language Learners, Homeless, Native American, or Special Education.

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

The involvement of parents, community representatives, teachers, other school personnel, and students in the planning,implementation, and evaluation of the ConApp takes place through the School Plan for Student Achievement.

Funding

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

Special Education funds and other categoricals are provided for the ELD Teacher, ELD Paraprofessional, RSP Teacher, SDC Teacher, Special Education Paraprofessionals, and fund provide funding to help enable underperforming students such as English Language Learners, Low Socioeconomic, and Homeless/Foster Youth to meet standards.

Fiscal support (EPC)

District Block Grant and State and Federally funded programs provide annual fiscal support to Burney Junior Senior High School.

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 school consulted with the faculty and staff of Burney Junior Senior High School and School Site Council members that include parents, students, classified and certificated staff, and administration

through monthly meetings throughout the 2022-2023 and 2023-2024 school years in planning the SPSA.

Resource Inequities

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

Resource inequities identified would be providing additional services for underrepresented student groups, such as ELD students, low-socioeconomic, foster youth & homeless and the need for a full-time counselor at Burney Junior Senior High School has been identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	9.0%	11.16%	13.03%	22	27	31
African American	%	%	0%		0	0
Asian	0.4%	0.41%	0%	1	1	0
Filipino	0.4%	0.83%	0.42%	1	2	1
Hispanic/Latino	25.4%	26.03%	23.11%	62	63	55
Pacific Islander	0.4%	0.41%	0.42%	1	1	1
White	55.7%	52.89%	53.36%	136	128	127
Multiple/No Response	8.6%	7.44%	8.82%	21	18	21
			Total Enrollment	244	242	238

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	40	52	47
Grade 8	50	43	51
Grade 9	49	44	41
Grade 10	40	39	39
Grade 11	35	33	28
Grade 12	30	31	32
Total Enrollment	244	242	238

Conclusions based on this data:

1. The percentage of Native American students enrolled at Burney Junior Senior High School has increased from 9% in 2020-2021 to 13.03% in 2022-2023.

2. Students identified as White represent the largest student group of all student groups at Burney Junior Senior High School, representing 53.36% of the total student enrollment in 2022-2023.

3. There was a decrease in overall student enrollment at Burney Junior Senior High School from 244 in 2021-2022 to 238 in 2022-2023.

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	14	11	9	5.7%	4.5%	3.8%
Fluent English Proficient (FEP)	11	11	12	4.5%	4.5%	5.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of English Learners at Burney Junior Senior High School decreased from 14 students in 2020-2021 to 11 students in 2021-2022 to 9 students in 2022-2023, and is still considered an insignificant subgroup at 3.8% of the total student population.

2. Students identified as Fluent English Proficient students at Burney Junior Senior High School increased from 4.5% in 2020-2021 & 2021-2022, to 5.0% in 2022-2023.

3. There were no students identified as English Learners reclassified to Fluent English Proficient (RFEP) during the 2020-2021 school years.

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 Scores			% of Enrolled 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
Grade 7	38	49	45	36	49	42	36	49	42	94.7	100.0	93.3
Grade 8	45	38	50	41	37	49	41	37	49	91.1	97.4	98.0
Grade 11	28	29	29	27	24	27	27	24	27	96.4	82.8	93.1
All Grades	111	116	124	104	110	118	104	110	118	93.7	94.8	95.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7	2476.	2491.	2477.	0.00	0.00	2.38	13.89	30.61	26.19	44.44	24.49	23.81	41.67	44.90	47.62
Grade 8	2558.	2515.	2480.	9.76	0.00	4.08	31.71	32.43	22.45	41.46	24.32	14.29	17.07	43.24	59.18
Grade 11	2574.	2608.	2574.	22.22	20.83	14.81	22.22	37.50	40.74	29.63	25.00	18.52	25.93	16.67	25.93
All Grades	N/A	N/A	N/A	9.62	4.55	5.93	23.08	32.73	27.97	39.42	24.55	18.64	27.88	38.18	47.46

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 7	0.00	6.12	9.52	55.56	67.35	64.29	44.44	26.53	26.19
Grade 8	14.63	8.11	6.12	58.54	45.95	48.98	26.83	45.95	44.90
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	8.65	10.00	8.47	61.54	57.27	58.47	29.81	32.73	33.05

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 7	2.78	2.04	2.38	52.78	59.18	47.62	44.44	38.78	50.00
Grade 8	17.07	2.70	0.00	68.29	64.86	42.86	14.63	32.43	57.14
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	15.38	7.27	6.78	55.77	60.91	47.46	28.85	31.82	45.76

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 7	0.00	6.12	11.90	80.56	73.47	61.90	19.44	20.41	26.19
Grade 8	4.88	10.81	8.16	82.93	70.27	61.22	12.20	18.92	30.61
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4.81	10.00	13.56	76.92	73.64	61.86	18.27	16.36	24.58

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**
Grade 7	0.00	6.12	2.38	75.00	65.31	64.29	25.00	28.57	33.33
Grade 8	12.20	8.11	6.12	75.61	70.27	73.47	12.20	21.62	20.41
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9.62	10.00	7.63	73.08	67.27	66.95	17.31	22.73	25.42

Conclusions based on this data:

1. The percentage of students who met standard on the 2022-2023 English/Language Arts/Literacy portion of the CAASPP assessment decreased from 32.73% on the 2021-2022 CAASPP assessment to 27.97% on the 2022-2023 CAASPP assessment at all grade levels.

2. The percentage of students who exceeded standard on the 2022-2023 English/Language Arts/Literacy portion of the CAASPP assessment increased from 4.55% on the 2021-2022 CAASPP assessment to 5.93% on the 2022-2023 CASSPP assessment at all grade levels.

3. The percentage of students enrolled who tested on the 2022-2023 CAASPP assessment for English/Language Arts/Literacy increased from 94.8% in 2021-2022 to 95.2% in 2022-2023 at all grade levels.

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 Scores			% of Enrolled 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
Grade 7	38	49	45	36	49	43	36	49	43	94.7	100.0	95.6
Grade 8	45	38	50	39	37	49	39	37	49	86.7	97.4	98.0
Grade 11	28	29	29	27	24	27	27	24	27	96.4	82.8	93.1
All Grades	111	116	124	102	110	119	102	110	119	91.9	94.8	96.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7	2484.	2478.	2472.	0.00	2.04	6.98	19.44	14.29	6.98	33.33	34.69	37.21	47.22	48.98	48.84
Grade 8	2541.	2534.	2516.	7.69	10.81	14.29	20.51	13.51	14.29	41.03	43.24	26.53	30.77	32.43	44.90
Grade 11	2534.	2593.	2594.	3.70	20.83	7.41	18.52	29.17	29.63	29.63	16.67	40.74	48.15	33.33	22.22
All Grades	N/A	N/A	N/A	3.92	9.09	10.08	19.61	17.27	15.13	35.29	33.64	33.61	41.18	40.00	41.18

	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 7	0.00	6.12	4.65	58.33	51.02	46.51	41.67	42.86	48.84
Grade 8	7.69	10.81	16.33	71.79	59.46	51.02	20.51	29.73	32.65
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.86	10.91	12.61	54.90	53.64	49.58	38.24	35.45	37.82

	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 7	2.78	2.04	6.98	58.33	51.02	44.19	38.89	46.94	48.84
Grade 8	12.82	8.11	8.16	58.97	64.86	63.27	28.21	27.03	28.57
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	8.82	7.27	8.40	61.76	57.27	56.30	29.41	35.45	35.29

	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 7	0.00	4.08	2.33	72.22	77.55	58.14	27.78	18.37	39.53
Grade 8	7.69	5.41	10.20	74.36	70.27	59.18	17.95	24.32	30.61
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5.88	8.18	7.56	69.61	71.82	58.82	24.51	20.00	33.61

Conclusions based on this data:

1. The percentage of students who met standard on the 2022-2023 mathematics portion of the CAASPP assessment decreased from 17.27% on the 2021-2022 mathematics portion of the CAASPP assessment to 15.13% on the 2022-2023 mathematics portion of the CAASPP assessment at all grade levels.

2. The percentage of students who exceeded standard on the 2022-2023 mathematics portion of the CAASPP assessment increased from 9.09% on the 2021-2022 mathematics portion of the CAASPP assessment to 10.08% on the mathematics portion of the CAASPP assessment at all grade levels.

3. The percentage of students enrolled who tested on the 2022-2023 mathematics portion of the CAASPP assessment increased from 94.8% in 2021-2022 to 96% in 2022-2023 at all grade levels.

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
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		4	*	
10	*	*	*	*	*	*	*	*	*	*	4	*
11	*		*	*		*	*		*	*		*
All Grades										10	9	6

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
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No School or Student Performance Data Reported.

2. No School or Student Performance Data Reported.

3. No School or Student Performance Data Reported.

School and Student Performance Data
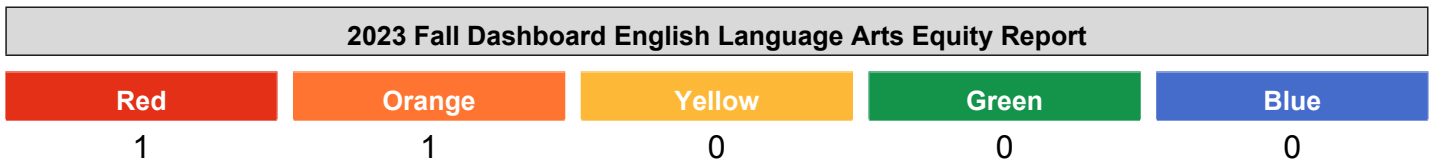
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
238	**51.7**	**3.8**	**0.8**
Total Number of Students enrolled in Burney Junior-Senior 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	3.8
Foster Youth	2	0.8
Homeless	1	0.4
Socioeconomically Disadvantaged	123	51.7
Students with Disabilities	46	19.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	31	13
Filipino	1	0.4
Hispanic	55	23.1
Two or More Races	21	8.8
Pacific Islander	1	0.4
White	127	53.4

Conclusions based on this data:

1. The majority of students at Burney Junior Senior High School (64%) are identified as Socioeconomically Disadvantaged.

2. Students with disabilities comprise 21.5% of the overall student population at Burney Junior Senior High School.

3. White students represent the highest percentage of students enrolled at Burney Junior Senior High School at 53% of the total enrollment.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Yellow	**Suspension Rate** Red
Mathematics Orange	**Chronic Absenteeism** Orange	
College/Career Medium		

Conclusions based on this data:

1. The Graduation Rate at Burney Junior Senior High School is identified at the High Status level on the 2022 Fall Dashboard.

2. Academic Performance indicators for English Language Arts & Mathematics at Burney Junior Senior High School are at the Low Status level on the 2022 Fall Dashboard.

3.   The Chronic Absenteeism indicator at Burney Junior Senior High School is identified as Very High on the Status level on the 2022 Fall Dashboard.

School and Student Performance Data

Academic Performance
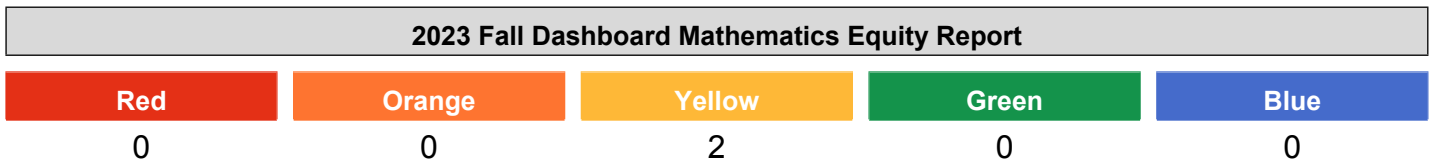## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red 57.6 points below standard Decreased Significantly -24.2 points 111 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Red 64 points below standard Decreased -11.7 points 64 Students	114.3 points below standard Decreased Significantly -31.3 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	89.1 points below standard	No Performance Color	No Performance Color
0 Students	Decreased Significantly - 27.5 points	0 Students	0 Students
	13 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
92.9 points below standard	58.5 points below standard	No Performance Color	Orange
Increased +3.6 points	11 Students	0 Students	44.4 points below standard
27 Students			Decreased Significantly -26 points
			62 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	57.2 points below standard
5 Students	3 Students	Decreased Significantly -24.9 points
		101 Students

Conclusions based on this data:

1. 59 White students at Burney Junior Senior High School performed at the Low Status level for English Language Arts and were 15.6 points below standard on the 2022 Fall Dashboard.

2. 66 Socioeconomically Disadvantaged students performed at the Very Low Status level for English Language Arts and were 52.2 points below standard on the 2022 Fall Dashboard.

3. 107 students at Burney Junior Senior High School performed at the Low Status level for English Language Arts and were 33.4 points below standard on the 2022 Fall Dashboard.
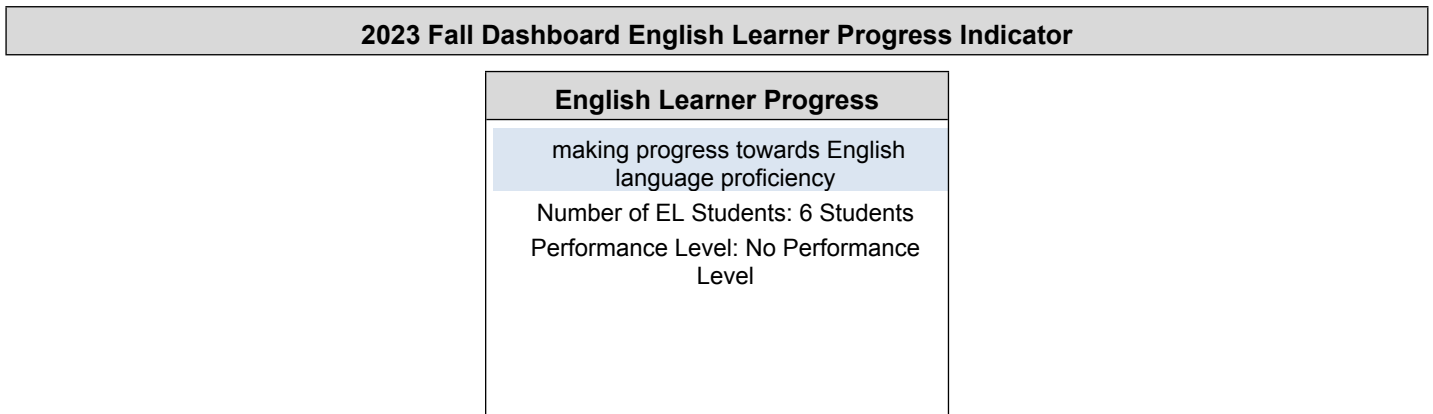
School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Less than 11 Students	Less than 11 Students
65.3 points below standard	8 Students	1 Student
Decreased -4.1 points		
112 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	150.4 points below standard
1 Student	66.7 points below standard	Increased +7.3 points
	Increased +8.4 points	23 Students
	65 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	66.8 points below standard	No Performance Color	No Performance Color
0 Students	Increased Significantly +26.9 points	0 Students	0 Students
	13 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
90.1 points below standard	72.8 points below standard	No Performance Color	Yellow
Increased Significantly +30.2 points	11 Students	0 Students	57.5 points below standard
27 Students			Decreased -8.6 points
			62 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	63.5 points below standard
5 Students	3 Students	Maintained -2.7 points
		102 Students

Conclusions based on this data:

1. 107 students at Burney Junior Senior High School performed at the Low Status level for Mathematics and were 60.3 points below standard on the 2022 Fall Dashboard.

2. 65 Socioeconomically Disadvantaged students performed at the Low Status level for Mathematics and were 75.2 points below standard on the 2022 Fall Dashboard.

3. 59 White students at Burney Junior Senior High School performed at the Medium Status level for Mathematics and were 41.9 points below standard on the 2022 Fall Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
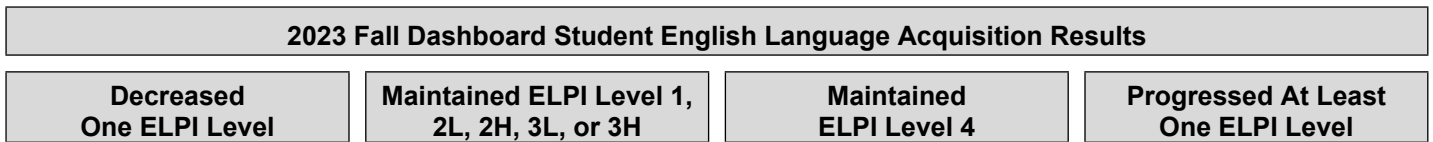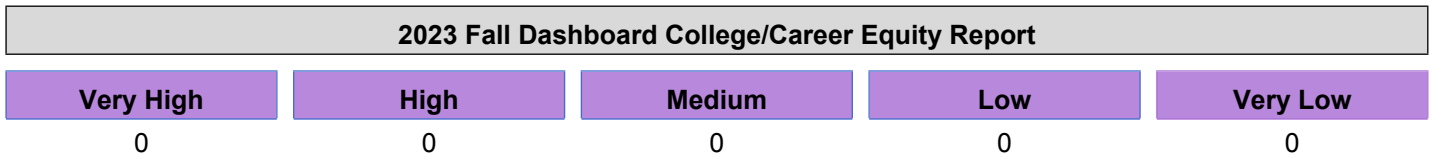
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 6 Students
Performance Level: No Performance Level

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.

2023 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

Conclusions based on this data:

1. The number (9) and percentage of English Learners at Burney Junior Senior High School is insignificant on the 2022 Fall Dashboard.

2. No Performance Level for English Learner Progress indicated on the 2022 Fall Dashboard.

3. No Performance level indicated for English Learners making progress towards English Language Proficiency.

School and Student Performance Data

Academic Performance
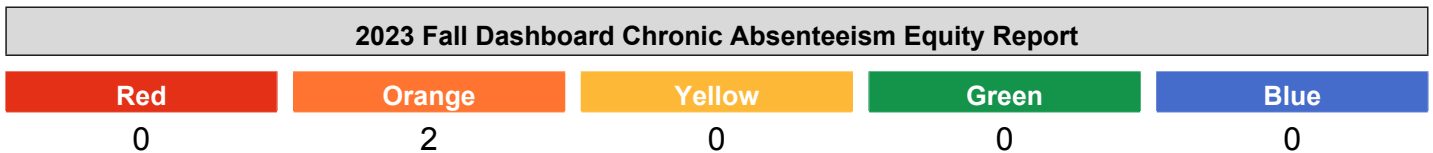## College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
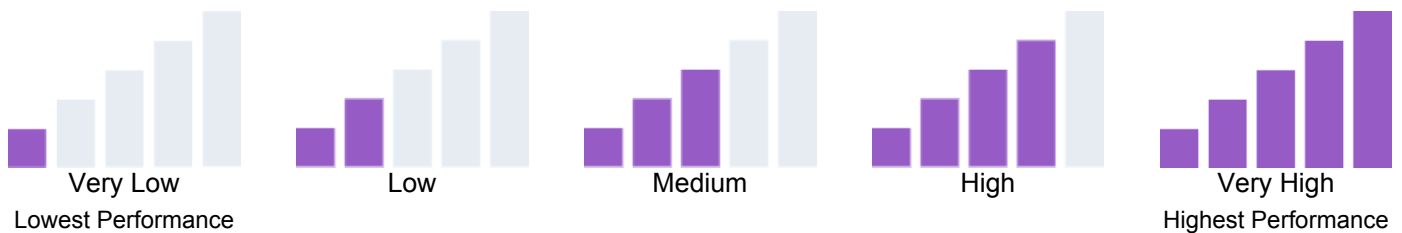
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

45.5 Prepared

33 Students

English Learners

Less than 11 Students

1 Student

Foster Youth

Less than 11 Students

1 Student

Homeless

0 Students

Socioeconomically Disadvantaged

44.4 Prepared

18 Students

Students with Disabilities

Less than 11 Students
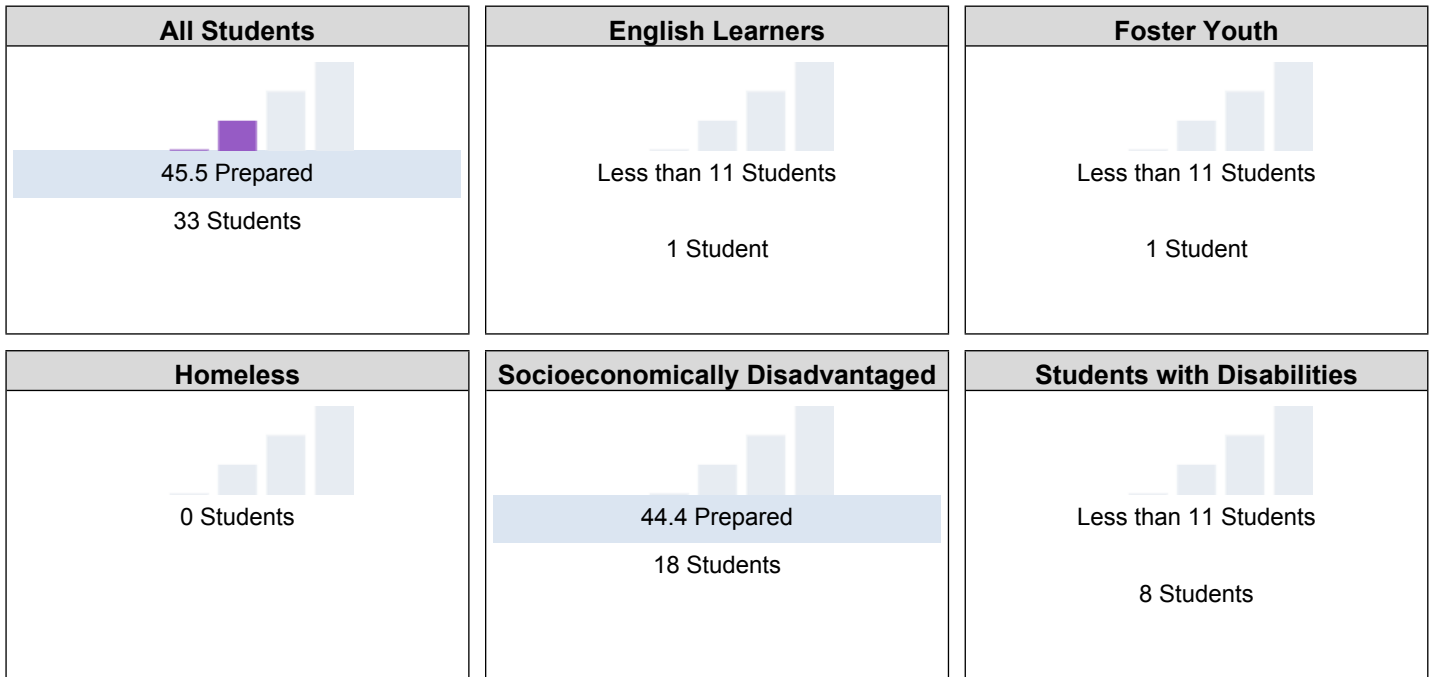
8 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

0 Students

American Indian

Less than 11 Students

3 Students

Asian

0 Students

Filipino

0 Students

Hispanic

Less than 11 Students

7 Students

Two or More Races

Less than 11 Students

3 Students

Pacific Islander

0 Students

White

55 Prepared
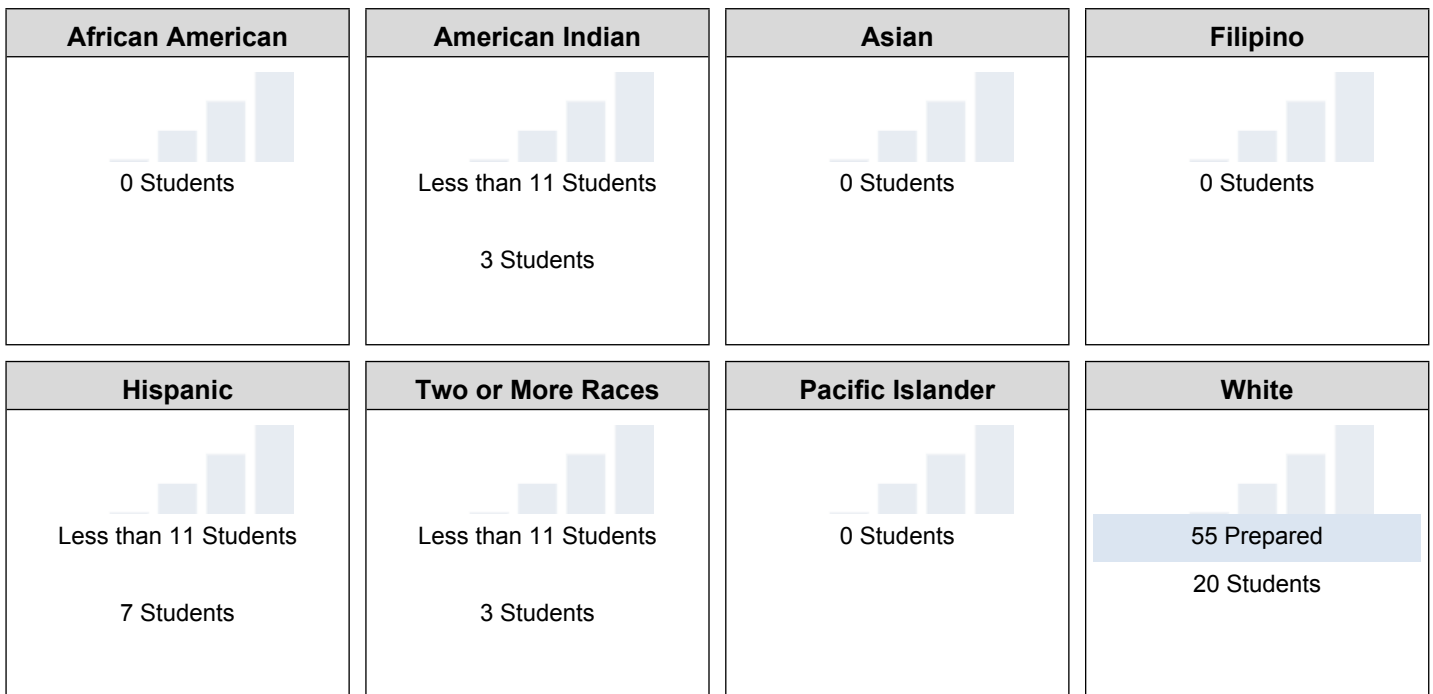
20 Students

Conclusions based on this data:

1. College/Career data was not reported in 2022.

School and Student Performance Data

Academic Engagement
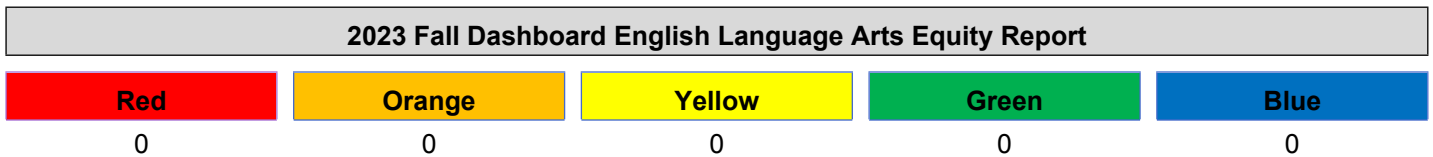## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Less than 11 Students	Less than 11 Students
36.2% Chronically Absent		
Declined -14.3	4 Students	2 Students
105 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	50% Chronically Absent
	45% Chronically Absent	Declined -22.2
1 Student	Declined -10.2	20 Students
	60 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	42.9% Chronically Absent	No Performance Color	No Performance Color
0 Students	Declined -11	0 Students	0 Students
	14 Students		

Hispanic	Two or More Races	Pacific Islander	White
43.5% Chronically Absent	Less than 11 Students	No Performance Color	Orange
Increased 2.6	10 Students	0 Students	25.9% Chronically Absent
23 Students			Declined -25.1
			58 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students at Burney Junior Senior High School were in the Very High Status Level for Chronic Absenteeism (55.2%) on 2022 Fall Dashboard.

2. White students at Burney Junior Senior High School were in the Very High Status Level for Chronic Absenteeism (50.9%) on 2022 Fall Dashboard.

3. 13 American Indian students at Burney Junior Senior High School were identified as Chronically Absent (53.8%) on 2022 Fall Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Less than 11 Students	Less than 11 Students
90.9% graduated		
Decreased -2.4	1 Student	1 Student
33 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	88.9% graduated	Less than 11 Students
0 Students	Decreased -1.6	8 Students
	18 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American No Performance Color 0 Students	**American Indian** Less than 11 Students 3 Students	**Asian** No Performance Color 0 Students	**Filipino** No Performance Color 0 Students
Hispanic Less than 11 Students 7 Students	**Two or More Races** Less than 11 Students 3 Students	**Pacific Islander** No Performance Color 0 Students	**White** 90% graduated Decreased -2.9 20 Students

Conclusions based on this data:

1. The graduation rate of all students at Burney Junior Senior High School was at the High Status level at 93.3% students graduated based on the 2022 Fall Dashboard.

2. 90.9% of Hispanic students graduated from Burney Junior Senior High School based on the 2022 Fall Dashboard.

3. 92.9% of White students graduated from Burney Junior Senior High School based on the 2022 Fall Dashboard.

School and Student Performance Data
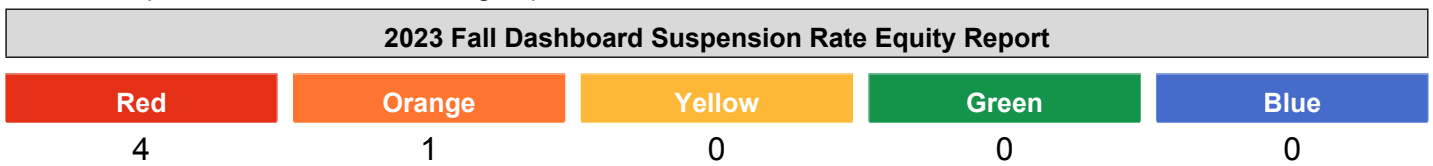
Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red 25.8% suspended at least one day Increased Significantly 6 264 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Red 31.3% suspended at least one day Increased Significantly 7.7 150 Students	Orange 23.6% suspended at least one day Declined -6.7 55 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Red	No Performance Color	Less than 11 Students
0 Students	32.4% suspended at least one day	0 Students	1 Student
	Increased 15.7		
	34 Students		

Hispanic	Two or More Races	Pacific Islander	White
Red	24% suspended at least one day	Less than 11 Students	Red
28.4% suspended at least one day	Declined -14.1	1 Student	22.8% suspended at least one day
Increased 5.5	25 Students		Increased 6.1
67 Students			136 Students

Conclusions based on this data:

1. Alternatives to Suspension and Other Means of Correction have been implemented during the 2022-2023 school year to decrease the Very High Level of Suspensions for All Students at Burney Junior Senior High School.

2. 23.7% of Socioeconomically Disadvantaged students were suspended at least one day according to the 2022 Fall Dashboard.

3. American Indian and White students had the same suspension rate with 16.7% of American Indian & 16.7% of White students suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 1

Burney Junior Senior High School will increase/maintain Career & Technical Education Courses in grades 9-12 for the 2023-2024 school year.

Identified Need

Beginning with the 2017-2018 school year, Burney Junior Senior High School added Career & Technical Education (CTE) courses and developed Career & Technical Education Pathways in the areas of Agriscience, Entrepreneurship/Self-Employment, Business Management, Floral Design (Sub-Pathway), and Woodworking. Burney Junior Senior High School has added a Construction Pathway for the 2023-2024 school year. The CTE courses give students opportunities to develop real-world skills as part of their high school program. Burney Junior Senior High School would like to continue to offer these CTE classes as well as add more to the Master Schedule in grades 9-12 in the upcoming years. Underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will have access to all Career & Technical Education (CTE) classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the California School Dashboard College/Career Indicator.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The California School Dashboard College/Career Indicator will measure the actual outcome of the goal.	The California School Dashboard College/Career Indicator will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the School Accountability Report Card.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The School Accountability Report Card will measure the actual outcome of the goal.	The School Accountability Report Card will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this	Burney Junior Senior High School will maintain and	CTE Pathway Completion Data will reflect Burney Junior

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Outcome is CTE Pathway Completion Data.	increase Career & Technical Education courses for students in grades 9-12. CTE Pathway Completion Data will measure the actual outcome of the goal.	Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the Master Schedule.	Burney Junior Senior High School will maintain and increase Career & Technical Education courses for students in grades 9-12. The Master Schedule will measure the actual outcome of the goal.	The Master Schedule will reflect Burney Junior Senior High School maintaining and/or increasing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.
The Annual Measurable Indicator that will address this Outcome is the number of underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing CTE Pathways.	Burney Junior Senior High School will track underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing CTE Pathways to demonstrate career and/or college readiness.	CTE Pathway Completion Data will reflect underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students completing Career & Technical Education courses for grades 9-12 for the 2023-2024 school year.

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 will be served by the following activities and strategies to achieve Goal 1.

Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic will be served by the following activities and strategies to achieve Goal 1. Burney Junior Senior High School will offer the following Career & Technical Education courses for the 2022-2023 school year Agriscience I, Agriscience II, Advanced Agriscience under the Agriscience Pathway, Business Essentials & Career and Employment Skills under the Entrepreneurship/Self-employment Pathway, Advanced Computers & Desktop Publishing under the Business Management Pathway, Floral Design I and Floral Design II under the Floral Design (Sub-Pathway), Wood Tech I & Wood Tech II under the Cabinetry, Millwork, and Woodworking Pathway. Plans to possibly add Advanced Floral Design, Advanced Woodworking, and other CTE courses such as Construction will be considered for the 2022-2023 and added for 2023-2024 school years.

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)
127,000	District Funded 5000-5999: Services And Other Operating Expenditures Burney Junior Senior High School will offer the following Career & Technical Education courses for the 2021-2022 school year Agriscience I, Agriscience II, Advanced Agriscience under the Agriscience Pathway, Business Essentials & Career and Employment Skills under the Entrepreneurship/Self-employment Pathway, Advanced Computers & Desktop Publishing under the Business Management Pathway, Floral Design I and Floral Design II under the Floral Design (Sub-Pathway), Wood Tech I & Wood Tech II under the Cabinetry, Millwork, and Woodworking Pathway. Plans to possibly add Advanced Floral Design, Advanced Woodworking, Construction, and other CTE courses will be added for the 2023-2024 school years.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies/activities implemented to achieve this goal and the overall effectiveness will be evaluated every year and will be reflected on the California Dashboard College/Career Indicator, School Accountability Report Card, CTE Pathway Completion Data, and the Master Schedule.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

One strategy/activity that will be implemented to achieve this goal will be to analyze CTE Course Offerings and Pathways each year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 2

By June 2024, Burney Junior Senior High School will increase exposure to post-secondary opportunities through career & college field trips, visitations, and guest speakers.

Identified Need

Burney Junior Senior High School needs to increase college and career readiness by exposing all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students to post-secondary opportunities through career & college field trips, visitations, and guest speakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the California School Dashboard College/Career Indicator.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the California School Dashboard College/Career Indicator.	The 2023-2024 California School Dashboard College/Career Indicator will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome is the School Accountability Report Card.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the School Accountability Report Card.	The 2023-2024 School Accountability Report Card will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicator that will address this Outcome is the CTE Pathway Completion Rate.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the CTE Pathway Completion Rate.	The 2023-2024 CTE Pathway Completion Rate will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome is the Career & Technical Education Completer Post-Secondary Status Survey.	During the 2023-2024 school year, Burney Junior Senior High School will expose students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12. The outcome will be reflected on the Career & Technical Education Completer Post-Secondary Status Survey.	The Class of 2024 Career & Technical Education Completer Post-Secondary Status Survey will reflect an increase in career and/or college readiness through exposure to career & college field trips, visitations, and guest speakers.
The Annual Measurable Indicator that will address this Outcome are the number of underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students who are exposed to post-secondary opportunities through career & college field trips, visitations, and guest speakers.	During the 2023-2024 school year, Burney Junior Senior High School will expose students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students to post-secondary opportunities through career & college field trips, visitations, and hosting guest speakers for students in grades 7-12.	The Class of 2024 Career & Technical Education Completer Post-Secondary Status Survey will reflect an increase in career and/or college readiness with underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students due to increased exposure to career & college field trips, visitations, and guest speakers.

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 will be served by the following activities and strategies to achieve Goal 2.

Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will be served by the following activities and strategies to achieve Goal 2. Burney Junior Senior High School will incorporate the following strategies and activities to achieve Goal 2. Burney Junior Senior High School will increase college and career readiness by exposing students to in-person and virtual field trips to college & university campuses, technical schools, businesses, industries, and other career & college opportunities during the 2023-2024 school year in an effort to increase college and career readiness. Burney Junior Senior High School will increase college and career readiness by exposing students to in-person and virtual guest speakers from colleges & universities, technical schools, businesses, industries, and other career/educational paths to share lifestyles that results from various career/educational paths during the 2023-2024 school year in an effort to increase college and career readiness.

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)
5,000	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the goal will be evaluated annually and will be reflected on the California School Dashboard College/Career Indicator, School Accountability Report Card, CTE Pathway Completion Rate, and the Career & Technical Education Completer Post-Secondary Status Survey.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

Goal 1. 100% of all students will graduate career and/or college ready. State Priority 2: State Standards (Conditions of Learning), State Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 3

Burney Junior Senior High School will increase college and career readiness by developing and implementing a College and Career Readiness Matrix for all students in grades 7-12 by August 2023 and will continue using the College and Career Readiness Matrix for the 2023-2024 school year.

Identified Need

Burney Junior Senior High School needs to develop a matrix to evaluate career and/or college readiness that involves students; including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students and their parents/guardians in their own planning for college and/or career readiness and refine, amend, and evaluate annually with all students in grades 7-12.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, School Accountability Report Card, the California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, and Career & Technical Education Completer Post-Secondary Survey data.	Currently, Burney Junior Senior High School offers programs to prepare students for college and career readiness but does not have a system or inventory to evaluate students for college and/or career readiness. Burney Junior Senior High School needs to develop a matrix to evaluate college and/or career readiness that involves students and their parents/guardians in their own planning for college and/or career readiness and evaluate the effectiveness of the plan annually.	Continuing in the 2023-2024 school year, Burney Junior Senior High School will develop & use a matrix to assist students and their parents/guardians in their own planning for college and/or career readiness and evaluate the effectiveness of the plan annually. The College and Career Readiness Matrix will be implemented with all students beginning in 7th grade and continue through 12th grade.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Indicator for	Burney Junior Senior High School has access to the Shasta County Counseling curriculum to increase	Burney Junior Senior High School will implement the Shasta County Counseling curriculum with fidelity during

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career & Technical Education Completer Post-Secondary Survey data.	awareness and college and/or career readiness for students in grades 7-12. Implementation of the Counseling curriculum will take place during the 2023-2024 school year.	the 2023-2024 school year to increase awareness and college and/or career readiness for students in grades 7-12 throughout the school year.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career & Technical Education Completer Post-Secondary Survey data.	Burney Junior Senior High School does not currently assess students on their knowledge or understanding of the Shasta County Counseling curriculum for students in grades 7-12 throughout the school year. Assessment of the Counseling curriculum will take place during the 2023-2024 school year.	Beginning in the 2023-2024 school year, Burney Junior Senior High School will assess students on their knowledge and understanding of the Shasta County Counseling curriculum to increase awareness and college and/or career readiness for students in grades 7-12 throughout the school year.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, California School Dashboard Indicator for Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career & Technical Education Completer Post-Secondary Survey data.	All students currently do not have a college and/or career readiness matrix, plan, or inventory to identify, evaluate, or update their own college and career readiness in grades 7-12. Implementation of the college and/or career readiness matrix will take place during the 2023-2024 school year and continue throughout the students high school career.	All students and parents will work with the school counselor in developing and updating their own College and Career Readiness Matrix throughout the school year and annually.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy and mathematics, California School Dashboard Indicator for Academic Performance	Beginning with the 2018-2019 school year Burney Junior Senior High School began receiving services from GEAR UP through Simpson University in Redding, Ca. GEAR UP provided a part-time counselor to assist students in 7th & 8th grade with college and/or	Beginning with the 2018-2019 school year GEAR UP will provide a GEAR UP counselor to provide assistance with college and/or career readiness to a cohort of students in 7th & 8th grade. The cohort will continue to receive GEAR UP services

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, Career & Technical Education Completer Post-Secondary Survey data.	career guidance beginning with the 2018-2019 school year. The GEAR UP counselor will follow this cohort of students up to their graduation year. Currently, the cohort of students being served by the GEAR UP counselor are in 11th & 12th grade for the 2022-2023 school year. Beginning with the 2022-2023 school year, Burney Junior Senior High School began receiving college and/or career guidance services through College Options and Upward Bound. The College Options advisor provides assistance to students two-days a week and the Upward Bound advisor provides assistance to students four-days a week at Burney Junior Senior High School. These services will continue throughout the 2023-2024 school year.	through graduation in the years 2023 and 2024. Beginning with the 2022-2023 school year, Burney Junior Senior High School will receive services from College Options and Upward Bound to provide additional assistance to students in grades 8-12 in preparing for college and/or career readiness. GEAR UP, College Options, and Upward Bound counselors and services will continue to provide a service for students throughout the 2023-2024 school year and beyond.
The Annual Measurable Indicators that will address this Outcome are the Academic Performance College/Career, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors enrollment data, and Career & Technical Education Completer Post-Secondary Survey data for underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students.	Beginning with the 2022-2023 school year, Burney Junior Senior High School will receive college and/or career guidance services for all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students through College Options and Upward Bound. The College Options advisor provides assistance to students two-days a week and the Upward Bound advisor provides assistance to students four-days a week at Burney Junior Senior High School. These services will continue throughout the 2023-2024 school year.	During the 2023-2024 school year, Burney Junior Senior High School will receive services for all students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students from College Options and Upward Bound to provide additional assistance to students in grades 8-12 in preparing for college and/or career readiness.

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 will be served by the following activities and strategies to achieve Goal 3.

Strategy/Activity

All students, including underrepresented subgroups such as ELD, foster youth, homeless, and low-socioeconomic students will be served by the following activities and strategies to achieve Goal 3. Burney Junior Senior High School will incorporate the following strategies and activities to achieve Goal 3.   Burney Junior Senior High School will develop a matrix to evaluate college and/or career readiness that involves students and their parents/guardians in their own planning for college and/or career and align AP, CTE, and A-G courses that define college and career readiness. We will begin the college and career readiness plan in 7th grade and continue through 12th grade. Burney Junior Senior High School will refine, amend, and evaluate matrices annually with all students in grades 7-12.

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)
4,000	District Funded 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The overall effectiveness of the strategies/activities implemented will be evaluated each year and data will be reflected on the California School Dashboard, School Accountability Report Card, CTE Pathway Completion Rate, A-G Completion Rate, Graduation Rate, AP/Honors Enrollment Data, Career & Technical Education Completer Post-Secondary Survey data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

Goal 2. EL students will show increased proficiency as demonstrated through SBAC or Summative ELPAC scores.

Goal 4

Burney Junior Senior High School will offer English Language (EL) curriculum to the English Learners using the newly adopted curriculum "English 3D" from Houghton Mifflin Harcourt, in order for the EL students to attain English proficiency in the four domains of listening, speaking, reading, and writing as measured on the ELPAC assessment beginning with the 2023-2024 school year.

Identified Need

Burney Junior Senior High School has identified English Learners who struggle with the core curriculum and need additional instruction and support to increase English language proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Annual Measurable Indicators that will address this Outcome are the English Language Proficiency Assessments for California (ELPAC) assessment and SBAC assessment.	The actual outcome will be reflected in the English Language Proficiency Assessments for California (ELPAC) assessment to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency on the ELPAC assessment and SBAC assessment.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) assessment and SBAC assessment by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy.	The actual outcome will be reflected on the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the California School Dashboard Indicator for Academic Performance Indicator for English Language Arts/Literacy by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this	The actual outcome will be reflected on the School	English Learners who struggle with the core curriculum will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Outcome are the School Accountability Report Card.	Accountability Report Card to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	increase English language proficiency as measured by the School Accountability Report Card by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the A-G completion rate for EL students.	The actual outcome will be reflected in the A-G completion rate for EL students to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the EL students A-G completion rate by using the newly adopted curriculum.
The Annual Measurable Indicators that will address this Outcome are the Graduation rate of EL students.	The actual outcome will be reflected in the Graduation rate of EL students to determine if the English Learners who struggle with the core curriculum actually increased English language proficiency.	English Learners who struggle with the core curriculum will increase English language proficiency as measured by the Graduation rate of EL students by using the newly adopted curriculum.

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 English Language Learners will be served by the following activities and strategies to achieve Goal 4.

Strategy/Activity

All English Language Learners will be served by the following activities and strategies to achieve Goal 4. Students identified as English Language Learners identified with a score of a 1, 2, or 3 on the ELPAC assessment who have not been redesignated through the redesignation process will be placed in a class to receive EL instruction using the "English 3D" curriculum from Houghton Mifflin Harcourt for 45-50 minutes four days a week Monday through Thursday, and for 1 hour every other Friday. Any of the EL students whose schedule cannot accommodate this EL class will receive help in their core classes, during an elective class, before or after school, or during Tutorial class. Students will be formatively assessed throughout the school year to monitor their progress using the new curriculum.

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)
5,531	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall effectiveness of the strategies/activities implemented will be evaluated each year and data will be reflected on the SBAC and ELPAC assessments. The overall effectiveness of the strategies/activities implemented will be evaluated each year on the California School Dashboard Academic Performance Indicator for English Language Arts/Literacy, the School Accountability Report Card, A-G completion rate, and the Graduation rate of English Language Learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Changes will be made to this goal, annual outcomes, metrics, or strategies/activities through analysis at the end of each school year. The changes will take place in each Strategy/Activity section for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

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).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,531.00

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 ($)
District Funded	$141,531.00

Subtotal of state or local funds included for this school: $141,531.00

Total of federal, state, and/or local funds for this school: $141,531.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Lottery: Instructional Materials	51,610	51,610.00
Other	114,656	114,656.00
School Wide Program (SWP)	41,429	41,429.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	141,531.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	132,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	5,531.00
4000-4999: Books And Supplies	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	132,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,000.00
Goal 2	5,000.00

Goal 3	4,000.00
Goal 4	5,531.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ray Guerrero	Principal
Edward Romeo	Other School Staff
Vanessa Rhodes	Other School Staff
Johanna Crabtree	Classroom Teacher
Mark Harner	Classroom Teacher
Kari Rose	Classroom Teacher
Lynette Darst	Parent or Community Member
Christa Rose	Parent or Community Member
Danniell Hampton	Parent or Community Member
Melanie Darst	Secondary Student
Manuel Morales	Secondary Student
Mackenzie Villarruel	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

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 October 27, 2023.

Attested:

Ray Guerrero (signature)	Principal, Ray Guerrero on 10/27/2023
Mark O Harner (signature)	SSC Chairperson, Mark Harner on 10/27/2023

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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