

The Single Plan for Student Achievement

BURNEY JR. SR. HIGH SCHOOL

45-69989-4531000
CDS Code

Date of this revision: 4/30/2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position:	Principal
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Fall River Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>1</u> (Based on conclusions from Analysis of Program Components and Student Data pages—Appendix C) <i>Students develop career goals during their educational experience.</i></p>				
<p>Student groups and grade levels to participate in this goal: All students will be provided the opportunity to learn about careers and explore career requirements and opportunities. A Careers exploration class one semester in length was added to the curriculum for 7th and 8th grade students.</p>	<p>Anticipated annual performance growth for each group: They are able to plan their course of study and meet the educational requirements of their selected career.</p>			
<p>Means of evaluating progress toward this goal: Report card, transcript, faculty meeting to evaluate grade level activities in the Career Education Curriculum</p>	<p>Group data to be collected to measure academic gains: Successful completion of Senior Projects, student portfolios and tracking graduates to determine students career success by Counselors.</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Purchase appropriate supplemental materials to use in developing individual student portfolio folders.</p>	<p>8/26/09 to 6/10/10</p>	<p>supplemental materials</p>	<p>\$5,000</p>	<p>Block Grant</p>

SCHOOL GOAL # 2

(Based on conclusions from Analysis of Program Components and Student Data pages—Appendix C)

Improve student achievement in Academic, Vocational and Fine Arts Classes

<p>Student groups and grade levels to participate in this goal: High School, Junior High students, Students w/Disabilities</p>	<p>Anticipated annual performance growth for each group: A 5% increase in the number of students successfully completing all classes</p>			
<p>Means of evaluating progress toward this goal: Report Cards, transcripts, reduction in the number of D and F progress reports</p>	<p>Group data to be collected to measure academic gains: Progress reports and report cards</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Purchase appropriate supplemental materials and supplies for the use in all the curriculum areas Professional development for teachers and paraprofessionals; student/teacher conferences of STAR test results; 9th grade student/parent/counselor conferences for STAR test results</p>	<p>8/26/09 to 6/10/10</p>	<p>supplemental materials</p>	<p>\$Ø</p>	<p>Block Grant</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) <i>Provide professional development in core areas for teaching staff and continued availability of standards based instructional materials with a focus on English Learners, Students with Disabilities, and Socio-economically Disadvantaged Students</i></p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): All students, teachers, paraprofessionals, administrators and counselors</p>		<p>Anticipated annual growth for each group: Improve test scores. Reduce the number of students in the Below Basic and Far Below Basic categories by 3% annually. Continue to provide acceleration and support for all low performing students including appropriate classes. Added to the 7th and 8th grade curriculum a Reading Intervention program</p>			
<p>Means of evaluating progress toward this goal: STAR data, AYP and API</p>		<p>Group data to be collected to measure gains: STAR data, AYP and API</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Provide professional development for core area teachers, other teachers across the curriculum and also paraprofessionals</p>		<p>8/26/09 to 6/10/10</p>	<p>Send Core teachers to appropriate Professional Development</p>	<p>\$14, 109</p>	<p>Block Grant</p>

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/>	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/>	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/>	High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/>	Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/>	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/>	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/>	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	
Total amount of state categorical funds allocated to this school		\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
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<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
	Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members					
Tom Puskarich	X				
Amanda Tate		X			
Vacant		X			
Jann Hoechlin		X			
Mark Harner		X			
Kathy Urlie				X	
Jenny Arseneau				X	
Melissa Harris				X	
Carolyn Garrigus			X		
Megan Calzia					X
Brett Shoemaker					X
Shania Murray					X
Numbers of members of each category	1	4	1	3	3

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

1

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.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

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

6. This school plan was adopted by the school site council at a public meeting on: April 15, 2010.

Attested:

Tom Puskarich
Typed name of school principal

Signature of school principal

Date

Mark Harner
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix C: School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Star Test Results
- Table 2: Academic Performance Index (API) and Adequate Yearly Progress (AYP)
- Table 3: Student Ethnicity 2008-2009 CBEDS and Burney High School Graduation Rate and Dropout Rate
- Table 4: Burney High School CAHSEE Results

TABLE 1

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	37	35	39	40	41	45	43	46	50
Mathematics	20	30	22	40	39	42	40	43	46
Science	32	34	45	39	47	57	38	46	50
History-Social Science	25	24	39	29	27	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	30	7	*	*
Asian	*	*		
Filipino	*	*	*	*
Hispanic or Latino	32	21	*	36
Pacific Islander				
White (not Hispanic)	41	25	48	41
Male	34	25	47	38
Female	45	20	41	41
Economically Disadvantaged	28	16	32	33
English Learners	*	*		
Students with Disabilities	11	5	*	0
Students Receiving Migrant Education Services	9	27	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standardized Testing and Reporting (STAR)

Burney Junior-Senior High School

All Students

Total Enrollment on First Day of Testing: 220
 Total Number Tested: 218
 Total Number Tested in Selected Subgroup: 218

County Name: Shasta County
 District Name: Fall River Joint Unified District
 School Name: Burney Junior-Senior High School
 CDS Code: 45-69989-4531000

California Standards Test Scores - 2009

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						61	44	41	35	39	
CST English-Language Arts											
Students Tested						60	43	41	33	39	
% of Enrollment						98.4 %	97.7 %	100.0 %	94.3 %	100.0 %	
Students with Scores						60	43	41	33	39	
Mean Scale Score						336.4	336.0	342.6	328.8	341.9	
% Advanced						10 %	21 %	10 %	12 %	21 %	
% Proficient						27 %	19 %	34 %	21 %	18 %	
% Basic						38 %	35 %	39 %	39 %	36 %	
% Below Basic						22 %	14 %	12 %	15 %	18 %	
% Far Below Basic						3 %	12 %	5 %	12 %	8 %	
CST Mathematics											
Students Tested						59					
% of Enrollment						96.7 %					
Students with Scores						59					
Mean Scale Score						311.2					
% Advanced						7 %					
% Proficient						5 %					
% Basic						46 %					
% Below Basic						32 %					
% Far Below Basic						10 %					
CST General Mathematics											
Students Tested							24	21			45
% of Enrollment							54.5 %	51.2 %			
Students with Scores							24	21			45
Mean Scale Score							315.0	323.2			318.8
% Advanced							0 %	5 %			2 %
% Proficient							25 %	14 %			20 %
% Basic							38 %	57 %			47 %
% Below Basic							29 %	14 %			22 %
% Far Below Basic							8 %	10 %			9 %
CST Algebra I											
Students Tested						1	20	2	6	4	33
% of Enrollment						1.6 %	45.5 %	4.9 %	17.1 %	10.3 %	
Students with Scores						1	20	2	6	4	33
Mean Scale Score						*	363.1	*	*	*	346.8
% Advanced						*	20 %	*	*	*	15 %
% Proficient						*	35 %	*	*	*	27 %

% Basic	*	35 %	*	*	*	30 %
% Below Basic	*	10 %	*	*	*	27 %
% Far Below Basic	*	0 %	*	*	*	0 %
CST Geometry						
Students Tested			17	11	4	32
% of Enrollment			41.5 %	31.4 %	10.3 %	
Students with Scores			17	11	4	32
Mean Scale Score			337.5	309.1	*	324.2
% Advanced			0 %	0 %	*	0 %
% Proficient			35 %	0 %	*	19 %
% Basic			53 %	55 %	*	56 %
% Below Basic			12 %	45 %	*	25 %
% Far Below Basic			0 %	0 %	*	0 %
CST Algebra II						
Students Tested				9	5	14
% of Enrollment				25.7 %	12.8 %	
Students with Scores				9	5	14
Mean Scale Score				*	*	279.6
% Advanced				*	*	0 %
% Proficient				*	*	7 %
% Basic				*	*	29 %
% Below Basic				*	*	29 %
% Far Below Basic				*	*	36 %
CST Summative High School Mathematics						
Students Tested					18	18
% of Enrollment					46.2 %	
Students with Scores					18	18
Mean Scale Score					315.3	315.3
% Advanced					6 %	6 %
% Proficient					28 %	28 %
% Basic					17 %	17 %
% Below Basic					44 %	44 %
% Far Below Basic					6 %	6 %
CST History - Social Science Grade 8						
Students Tested		43				
% of Enrollment		97.7 %				
Students with Scores		43				
Mean Scale Score		326.6				
% Advanced		9 %				
% Proficient		28 %				
% Basic		28 %				
% Below Basic		14 %				
% Far Below Basic		21 %				
CST World History						
Students Tested				33		33
% of Enrollment				94.3 %		
Students with Scores				33		33
Mean Scale Score				331.3		331.3
% Advanced				12 %		12 %
% Proficient				21 %		21 %
% Basic				36 %		36 %
% Below Basic				18 %		18 %
% Far Below Basic				12 %		12 %
CST U.S. History						

Students Tested					39
% of Enrollment					100.0 %
Students with Scores					39
Mean Scale Score					339.2
% Advanced					15 %
% Proficient					31 %
% Basic					26 %
% Below Basic					10 %
% Far Below Basic					18 %
CST Science - Grade 5, Grade 8, and Grade 10 Life Science					
Students Tested	43		33		
% of Enrollment	97.7 %		94.3 %		
Students with Scores	43		32		
Mean Scale Score	349.4		327.0		
% Advanced	19 %		16 %		
% Proficient	33 %		19 %		
% Basic	26 %		31 %		
% Below Basic	14 %		19 %		
% Far Below Basic	9 %		16 %		
CST Biology					
Students Tested		1	22	2	25
% of Enrollment		2.4 %	62.9 %	5.1 %	
Students with Scores		1	22	2	25
Mean Scale Score		*	329.2	*	327.8
% Advanced		*	0 %	*	0 %
% Proficient		*	32 %	*	28 %
% Basic		*	45 %	*	52 %
% Below Basic		*	5 %	*	4 %
% Far Below Basic		*	18 %	*	16 %
CST Chemistry					
Students Tested				22	22
% of Enrollment				56.4 %	
Students with Scores				22	22
Mean Scale Score				336.1	336.1
% Advanced				9 %	9 %
% Proficient				23 %	23 %
% Basic				45 %	45 %
% Below Basic				23 %	23 %
% Far Below Basic				0 %	0 %
CST Earth Science					
Students Tested		39	3	6	48
% of Enrollment		95.1 %	8.6 %	15.4 %	
Students with Scores		39	2	6	47
Mean Scale Score		328.5	*	*	329.2
% Advanced		13 %	*	*	13 %
% Proficient		13 %	*	*	15 %
% Basic		54 %	*	*	51 %
% Below Basic		5 %	*	*	4 %
% Far Below Basic		15 %	*	*	17 %

TABLE 2

Academic Performance Index Ranks – Three-Year Comparison

Burney Jr. Sr. High *Single Plan for Student Achievement*

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	5	5
Similar Schools	4	3	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-19	20	9	712
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-29	39	5	726
Socioeconomically Disadvantaged	-9	33	14	671
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics

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- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page/a>](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria o:p>

"No" Did not Meet 2009 AYP Criteria

TABLE 3

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	60
Grade 8	46
Ungraded Elementary	0
Grade 9	41
Grade 10	37
Grade 11	47
Grade 12	33
Ungraded Secondary	0
Total Enrollment	264

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.38 %
American Indian or Alaska Native	12.88 %
Asian	1.14 %
Filipino	0.38 %
Hispanic or Latino	14.77 %
Pacific Islander	%
White (not Hispanic)	65.53 %
Multiple or No Response	4.92 %
Socioeconomically Disadvantaged	43.00 %
English Learners	1.00 %
Students with Disabilities	13.00 %

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.5	1.1	0.6	4.9	3.2	2.1	3.5	4.4	3.9
Graduation Rate	97.1	97.2	100.0	86.6	83.7	89.0	83.4	80.6	80.2

TABLE 4

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	43.2	42.9	40.6	48.9	57.0	40.8	48.6	52.9	52.0
Mathematics	55.6	47.9	45.2	55.7	57.7	52.9	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59.4	25.0	15.6	56.2	43.8	0.0
Male	80.0	5.0	15.0	65.0	35.0	0.0
Female	25.0	58.3	16.7	41.7	58.3	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	54.5	31.8	13.6	54.5	45.5	0.0
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	72.7	9.1	18.2	54.5	45.5	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Appendix E: Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. *Alignment of curriculum, instruction and materials to content and performance standards:*

The curricula for all departments are based on the state standards and/or the state frameworks. The state and district graduation requirements ensure a broad-based and rigorous program for each student that includes four years of English and social studies; two years of math, science, and P.E.; and one year of either fine/performing arts or foreign language, and one year of vocational education. In addition, each student receiving a diploma from Burney High School must complete an approved Senior Project, which is a culminating activity based on the skills included in the state standards and the district ESLRs.

Each teacher has a copy of the academic standards for courses that have standards approved by the Board of Trustees. Teachers utilize the standards when designing lessons. For classes that do not have approved standards, teachers utilize the California State Frameworks for the subject area.

2. *Availability of standards-based instructional materials appropriate to all student groups*

Staff, students, and parents provide input as part of the adoption process. Curriculum adoptions are displayed for public review prior to Governing Board approval.

3. *Alignment of staff development to standards, assessed student performance and professional needs:*

Due to changing state regulations, inservice time in the form of SIP Days was drastically reduced. The District, however, is using Staff Development buy-back days to provide inservice to staff in the area of technology and school improvement. The School Based Coordinating Council (SBCC) oversees staff development at BJSHS. During the past eight years many teachers have received funding to attend professional development workshops in the area of technology and training to help educationally disadvantaged students succeed in the regular program.

All SBCC plans for staff development reflect the goals and issues addressed by the Site Self Evaluation and/or the WASC Accreditation Committee Report. Staff development requests require written proposals identifying the purpose, and explaining how the request ties to the plan as well as the ESLR's. School Site Council members represent various groups of stakeholders in evaluating the appropriateness and value of such requests.

4. *Services provided by the regular program to enable Underperforming students to meet standards:*

Students with learning disabilities, those with moderate and/or severely handicapped are well integrated into the school community and participate in learning and social activities. Students from Mt. Burney Center attend some classes and are able to participate in BJSHS social activities. BJSHS has an Opportunity Class for students in junior high school who are a disruption to themselves or to others. This small class meets the academic and social needs of these students.

Students with special needs may receive academic support through the Special Day Class (SDC), the Resource Program (RSP), Indian Education, Speech, Migrant Education, and English Learner services. Through these programs, students will be working on combining listening with verbal, non-verbal, and written skills. They will learn to communicate their needs, as well as their knowledge. In addition, they have the opportunity to learn to use computers and other forms of technology for communication.

Junior high students who are unsuccessful as a result of poor attendance or behavioral problems may be referred to the Opportunity Program. This program places students in a setting that allows them to catch up on their schoolwork or improve their behavior in a smaller class where they receive more individualized attention and instruction. In this smaller setting, students learn to communicate and interact with others more effectively.

Students who demonstrate success in math during their elementary years may be placed in pre-algebra in the seventh grade, with the intent of placing them in algebra I in their eighth grade year. In addition, there is a two-year algebra I course for high school students who have difficulty in order to help them meet the requirements of the California High School Exit Exam. The English classes also focus on skills that will help students fulfill the requirement of the English portion of the CAHSEE. CAHSEE prep classes are offered to those students who have not passed one or both parts of the CAHSEE state examination. A Reading Intervention program is offered to seventh and eighth grade students who have scored below basic on the STAR test and also a high school Basic Reading class.

5. *Services provided by categorical funds to enable Underperforming students to meet standards*

Special needs students receive support services. Other programs meeting the needs of students include Indian Education, Migrant Education, a Cross-age Mentoring Program and remedial classes. An Opportunity Program is available for junior high students who have been identified as disruptive to themselves or others.

All students receive an agenda to help them keep track of school assignments and activities.

6. *Use of state and local assessments to modify instruction and improve student achievement:*

A CAHSEE computer program was acquired when testing results showed a need for remediation in the area of math. It is self-monitored, although a faculty member oversees the process. It enables the teacher to evaluate student progress on a regular basis. Assessment strategies such as notebooks, essays, tests, worksheets, labs, discussions, and group presentations are used to evaluate student learning. Teachers also have access to results of standardized testing for each individual student. A Learning Styles Inventory is conducted in 7th and 8th grade, which indicates the type of learning that is most effective for each student; auditory, visual, tactile, or kinesthetic. The results are then shared with advisors and teachers to enable them to better instruct their students. A citizenship grading policy is also in place. This is a teacher-generated assessment used to determine ' eligibility in some curricular and extra-curricular programs.

Students in the 10th grade are given a career assessment using the Kuder program. The 10th Grade Counseling Program helps students and parents consider class options to meet their goals. Students also are given the opportunity, within the limits of a small-school schedule and district and state graduation requirements, to choose their own classes each year. This gives them some control of their own progress toward meeting their goals.

Students are given the opportunity to take SAT and ACT tests to meet college requirements. The PSAT/PLAN is taken at Burney High School and results are discussed with students. SAT and ACT tests are offered at other high school campuses, and results are mailed to students and Burney high school. These results give students valuable information about their strengths and weaknesses in different subject areas.

7. *Number and percentage of teachers in academic areas experiencing low student performance*

Looking at our STAR data it is evident that the majority of our students are performing at or above the 50th percentile in Reading, Math and Language. Special education students and other special populations of students are fully integrated into the school curricular paths.

District and county staff as well as full-time certificated special education teachers and part-time paraprofessionals provide the support services. The special education staff is visibly present in general education classes for note taking, communication and in-class support.

8. *Family, school, district and community resources available to assist these students:*

Teachers use community speakers, senior project mentors, field trips and a variety of clubs and teams to create learning experiences that extend beyond the classroom. Many of these experiences are structured in activities such as the Senior Project and Raider Bowl.

9. *School, district and community barriers to improvements in student achievement*

Budget shortfalls, transportation difficulties, and language barriers on the school side and a lack of facilities in the community to encourage extra curricular learning activities on the community side.

10. *Limitations of the current program to enable Underperforming students to meet standards:*

Scheduling conflicts, limited remedial offerings and difficulty for some students to stay after school for additional help because they must ride the bus to get home after school