School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Burney Junior-Senior High School
Address	37571 Mountain View Rd Burney, CA 96013
County-District-School (CDS) Code	45699894531000
Principal	Ray Guerrero
District Name	Fall River Joint Unified School District
SPSA Revision Date	January 11, 2019
Schoolsite Council (SSC) Approval Date	February 8, 2019
Local Board Approval Date	February 13, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Burney Junior Senior High School will provide a safe and secure environment in which students will be free to pursue a comprehensive curriculum in order that they achieve their maximum potential. Our definition of a comprehensive curriculum includes all aspects of school life, academic, social, extra, and co-curricular. Through the active commitment of parents, community, and the schools, all students will become: Responsible and Respectful Learners, Involved Community Members, Self-Motivated Learners, Effective Communicators, Critical Thinkers, and Quality Producers.

School Profile

Burney Junior Senior High School is a six year comprehensive junior senior high school which serves approximately 230 students in seventh through twelfth grades. Burney Junior Senior High School opened in 1969, and is located within the boundaries of the Fall River Joint Unified School District. The school is located in eastern Shasta County approximately 55 miles east of Redding, California. The town of Burney has a population of 3,220 and is the most urban of the rural communities served by the Fall River Joint Unified School District.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted with the faculty and staff of Burney Junior Senior High School and School Site Council through monthly meetings throughout the 2018-2019 school year in planning the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	12.0%	13.2%	10.93%	26	31	27
African American	0.0%	0.0%	0%	0	0	0
Asian	0.9%	0.9%	0.40%	2	2	1
Filipino	0.5%	0.4%	0.40%	1	1	1
Hispanic/Latino	13.9%	16.2%	19.43%	30	38	48
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	65.7%	61.3%	58.70%	142	144	145
Multiple/No Response	6.9%	0.4%	0.40%	15	1	1
			Total Enrollment	216	235	247

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7		48	56
Grade 8		51	46
Grade 9		37	46
Grade 10		35	31
Grade 11		35	33
Grade 12		29	35
Total Enrollment		235	247

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	3	7	7	1.4%	3.0%	2.8%
Fluent English Proficient (FEP)	16	13	14	7.4%	5.5%	5.7%
Reclassified Fluent English Proficient				0.0%	0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
Overall Participation for All Students												
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	53	46	51	52	45	48	52	45	48	98.1	97.8	94.1
Grade 8	35	44	40	34	43	39	34	43	39	97.1	97.7	97.5
Grade 11	30	32	28	30	32	28	30	32	28	100	100	100
All Grades	118	122	119	116	120	115	116	120	115	98.3	98.4	96.6

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2531.	2518.	2493.	12	4.44	6.25	27	33.33	20.83	33	28.89	29.17	29	33.33	43.75
Grade 8	2542.	2554.	2484.	9	6.98	0.00	44	37.21	15.38	12	30.23	35.90	35	25.58	48.72
Grade 11	2571.	2614.	2622.	17	28.13	28.57	27	43.75	32.14	33	12.50	32.14	23	15.63	7.14
All Grades	N/A	N/A	N/A	12	11.67	9.57	32	37.50	21.74	27	25.00	32.17	29	25.83	36.52

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	12	15.56	10.42	60	40.00	35.42	29	44.44	54.17
Grade 8	24	25.58	7.69	38	37.21	25.64	38	37.21	66.67
Grade 11	33	34.38	25.00	43	53.13	67.86	23	12.50	7.14
All Grades	21	24.17	13.04	49	42.50	40.00	30	33.33	46.96

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	11.11	16.67	52	57.78	35.42	29	31.11	47.92
Grade 8	29	32.56	5.13	32	39.53	41.03	38	27.91	53.85
Grade 11	20	37.50	39.29	47	46.88	42.86	33	15.63	17.86
All Grades	22	25.83	18.26	45	48.33	39.13	33	25.83	42.61

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	8	4.44	6.25	73	66.67	50.00	19	28.89	43.75
Grade 8	6	16.28	0.00	68	60.47	74.36	26	23.26	25.64
Grade 11	17	28.13	25.00	67	59.38	64.29	17	12.50	10.71
All Grades	9	15.00	8.70	70	62.50	61.74	21	22.50	29.57

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 7	27	24.44	8.33	42	35.56	35.42	31	40.00	56.25
Grade 8	26	18.60	5.13	44	53.49	41.03	29	27.91	53.85
Grade 11	23	31.25	42.86	43	53.13	42.86	33	15.63	14.29
All Grades	26	24.17	15.65	43	46.67	39.13	31	29.17	45.22

Conclusions based on this data:

1.

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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	53	46	51	52	45	48	52	45	48	98.1	97.8	94.1
Grade 8	35	44	40	34	43	39	34	43	39	97.1	97.7	97.5
Grade 11	30	32	29	30	32	29	30	32	29	100	100	100
All Grades	118	122	120	116	120	116	116	120	116	98.3	98.4	96.7

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2523.	2474.	2505.	10	4.44	4.17	23	15.56	16.67	38	22.22	39.58	29	57.78	39.58
Grade 8	2526.	2556.	2512.	18	13.95	5.13	24	18.60	17.95	21	37.21	28.21	38	30.23	48.72
Grade 11	2565.	2585.	2562.	10	21.88	6.90	13	12.50	20.69	30	37.50	27.59	47	28.13	44.83
All Grades	N/A	N/A	N/A	12	12.50	5.17	21	15.83	18.10	31	31.67	32.76	36	40.00	43.97

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	11.11	18.75	40	28.89	27.08	42	60.00	54.17
Grade 8	32	23.26	7.69	29	44.19	38.46	38	32.56	53.85
Grade 11	17	31.25	13.79	27	28.13	27.59	57	40.63	58.62
All Grades	22	20.83	13.79	34	34.17	31.03	45	45.00	55.17

	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	4.44	10.42	58	40.00	41.67	27	55.56	47.92
Grade 8	9	11.63	12.82	50	60.47	46.15	41	27.91	41.03
Grade 11	17	21.88	10.34	33	56.25	37.93	50	21.88	51.72
All Grades	14	11.67	11.21	49	51.67	42.24	37	36.67	46.55

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	8	6.67	8.33	71	60.00	66.67	21	33.33	25.00
Grade 8	18	11.63	12.82	53	62.79	43.59	29	25.58	43.59
Grade 11	13	25.00	17.24	50	40.63	48.28	37	34.38	34.48
All Grades	12	13.33	12.07	60	55.83	54.31	28	30.83	33.62

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	*	*	*	*
Grade 8	*	*	*	*
Grade 11	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7			*	*					*
Grade 8	*	*			*	*			*
Grade 11	*	*	*	*					*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*							*
Grade 8	*	*			*	*			*
Grade 11	*	*							*
All Grades	*	*			*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7					*	*			*
Grade 8	*	*					*	*	*
Grade 11	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7			*	*			*
Grade 8	*	*	*	*	*	*	*
Grade 11	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*					*
Grade 8	*	*	*	*			*
Grade 11	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7					*	*	*
Grade 8	*	*			*	*	*
Grade 11	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7			*	*			*
Grade 8			*	*			*
Grade 11			*	*			*
All Grades			*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
247	**59.5%**	**2.8%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	2.8%
Homeless	9	3.6%
Socioeconomically Disadvantaged	147	59.5%
Students with Disabilities	50	20.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	27	10.9%
Asian	1	0.4%
Filipino	1	0.4%
Hispanic	48	19.4%
Two or More Races	24	9.7%
White	145	58.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** No Performance Color	**Suspension Rate** Red
Mathematics Orange	**Chronic Absenteeism** Red	
English Learner Progress No Performance Color		
College/Career No Performance Color		

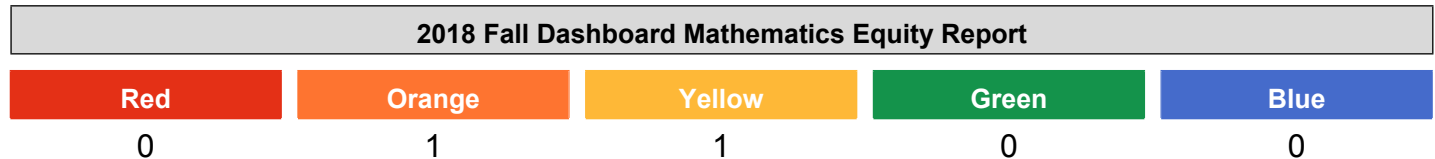**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
40.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -34.2 points	5 students	2 students
111 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	60.6 points below standard	125 points below standard
5 students	Declined -35.2 points	Declined -14.9 points
	73 students	16 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
	6 students		1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
56.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	32.5 points below standard
Declined -46.5 points			Declined -45.3 points
28 students	10 students		66 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	0 Students	42.3 points below standard
5 students		Declined -34.3 points
		101 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
61.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.7 points	5 students	2 students
111 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	78.4 points below standard	126.6 points below standard
5 students	Maintained 0.6 points	Increased 17.2 points
	73 students	16 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
	6 students		1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Yellow
90.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	47.8 points below standard
Increased	10 students		Declined -21 points
15.3 points			
28 students			66 students

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

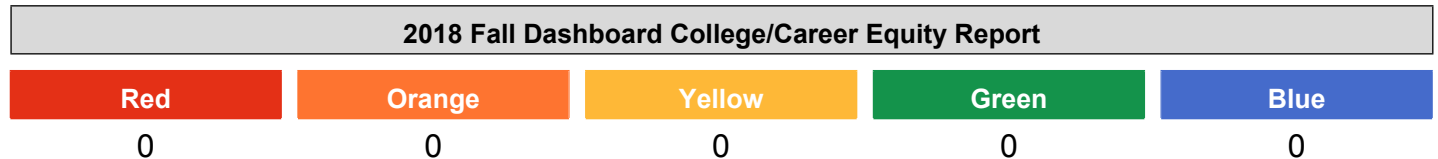| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	0 Students	58.5 points below standard
5 students		Declined -9.3 points
		101 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
30% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.4%	1 students	1 students
30 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.7% prepared	Less than 11 Students - Data Not Displayed for Privacy
1 students	Maintained 0.9%	6 students
	18 students	

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
	2 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	43.8% prepared
9 students	3 students		Increased 10.4%
			16 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
30.8% **Prepared**	27.6 **Prepared**	30 **Prepared**
23.1% **Approaching Prepared**	20.7 **Approaching Prepared**	46.7 **Approaching Prepared**
46.2% **Not Prepared**	51.7 **Not Prepared**	23.3 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	1	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
22.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	4 students	2 students
104 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	30% chronically absent	19% chronically absent
5 students	Increased 1.9%	Increased 12.4%
	70 students	21 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 students	9 students	0 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
20% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.3% chronically absent
Increased 8.2%	8 students	0 students	Declined 0.6%
25 students			61 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
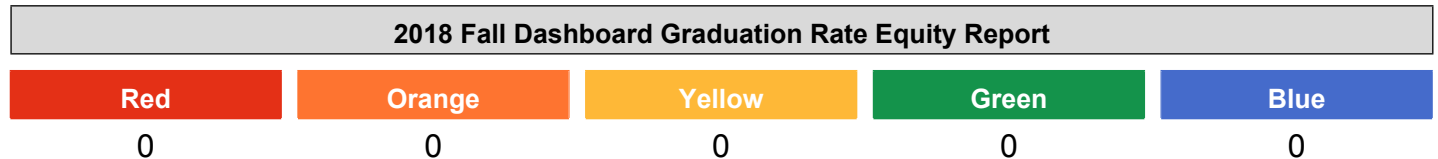
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
96.7% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1%	1 students	1 students
30 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	94.4% graduated	Less than 11 Students - Data Not Displayed for Privacy
1 students	Maintained -0.3%	6 students
	18 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 100% graduated Increased +5.6% 16 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
96.6% graduated	96.7% graduated

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0
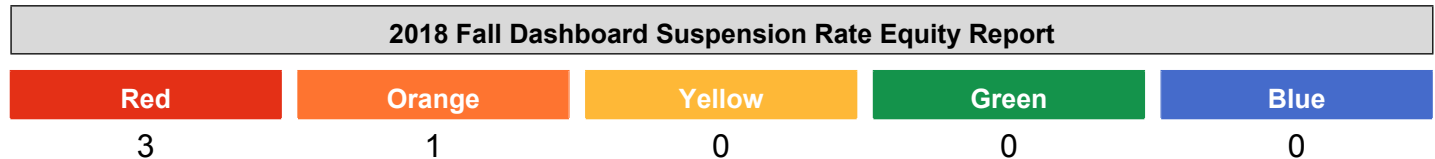
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
12.1% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	8 students	2 students
Increased 12.1%		
265 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	15.4% suspended at least once	14.5% suspended at least once
9 students		
	Increased 15.4%	Increased 14.5%
	169 students	55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	20% suspended at least once	Less than 11 Students - Data 1 students	Less than 11 Students - Data 1 students
	Increased 20%		
	25 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
5.7% suspended at least once	16% suspended at least once	0 Students	12.5% suspended at least once
Increased 5.7%	Increased 16%		Increased 12.5%
53 students	25 students		160 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
10.2% suspended at least once	0% suspended at least once	12.1% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

Burney Junior Senior High School will maintain student motivation for all students to achieve academically throughout the school year.

LCAP Goal

To increase academic support services and professional development opportunities to reduce the achievement gap of unduplicated students.

Basis for this Goal

To raise the Academic Performance Indicators on the California School Dashboard, improve CAASPP Test results, increase A-G completion, improve grades & grade point averages, increase college admission rates, and increase AP enrollment & AP test results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The Annual Measurable Outcomes that will address this goal are the California School Dashboard Academic Performance Indicator, Report Cards, Honor Roll Lists, CAASPP Testing Data, AP Test Data, College Admission Rates, ACT & SAT Test Scores, Grade Point Averages, and A-G completion rates. California School Dashboard reflects 40.9 points below standard for English Language Arts scores. 2017-2018 Scale Score for ELA/Literacy for 6th grade – 2470, 7th grade – 2497, 8th grade – 2487, & 11th grade - 2624	California School Dashboard Academic Performance Indicator for English Language Arts. 2017-2018 Average Scale Score for Smarter Balanced Results for English Language Arts/Literacy for grades 6, 7, 8, & 11.	California School Dashboard will reflect improved performance in English Language Arts, Students will increase Average Scale Score on 2018-2019 Smarter Balanced Results in English Language Arts/Literacy in grades 7, 8, & 11.
California School Dashboard reflects 61.2 points below standard for Mathematics scores. 2017-2018 Scale Score for Mathematics for 6th grade – 2471, 7th grade – 2512, 8th grade – 2508, 11th grade - 2567	California School Dashboard Academic Performance Indicator for Mathematics. 2017-2018 Average Scale Score for Smarter Balanced Results for Mathematics for grades 6, 7, 8, & 11.	California School Dashboard will reflect improved performance in Mathematics, Students will increase Average Scale Score on 2018-2019 Smarter Balanced Results in mathematics in grades 7, 8, & 11.
California School Dashboard Results, Report Card grades, GPA data, Honor Roll lists, ACT & SAT scores, A-G completion, AP test results.	2018 California School Dashboard, 2017-2018 Report Card grades, GPA data, and Honor Roll lists to reflect motivation to achieve academically throughout the school year.	2019 California School Dashboard, 2018-2019 Report Card grades, GPA data, Honor Roll lists, ACT & SAT scores, A-G completion, and AP test results will reflect motivation to

Metric/Indicator	Baseline	Expected Outcome
		achieve academically throughout the school year.

Planned Strategies/Activities

Strategy/Activity 1

All students will be served by the following activities and strategies to achieve Goal 1. Burney Junior Senior High School will incorporate the following strategies and activities to meet Goal 1 – Send Progress Reports and Report Cards home every three weeks, continue positive incentive programs such as Honor Roll at the end of each semester, reward Honor Roll students with Early Release for lunch daily, host mid-year and end of year Academic Awards assemblies, analyze test data with students and teachers, purchase curriculum and practice test materials to improved performance on the Smarter Balanced Assessments, complete Smarter Balanced Interim & Block Assessments with students in grades 7, 8, & 11, assign a letter grade to students for performance on Smarter Balanced Interim & Block Assessments, provide professional development for AP teachers, compare AP enrollment & AP test results, and A-G completion from 2017-2018 to 2018-2019 school year.

Students to be Served by this Strategy/Activity

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

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Vice Principal,Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	District Funded
Budget Reference	None Specified
Description	Send Progress Reports and Report Cards home every three weeks, continue positive incentive programs such as Honor Roll at the end of each semester, reward Honor Roll students with Early Release for lunch daily, host mid-year and end of year Academic Awards assemblies, analyze test data with students and teachers, purchase curriculum and practice test materials to improved performance on the Smarter Balanced Assessments, complete Smarter Balanced Interim & Block Assessments with students in grades 7, 8, & 11, assign a letter grade to students for performance on Smarter Balanced Interim & Block Assessments, provide professional development for AP teachers, compare AP enrollment & AP test results, and A-G completion from 2017-2018 to 2018-2019 school year.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Citizenship & Responsibility

Goal Statement

To encourage all Burney Junior Senior High School students to become more Responsible Learners and develop into Positive Citizens.

LCAP Goal

To increase support services and reduce the suspension rates of unduplicated students.

Basis for this Goal

To increase awareness and encouragement for all students at Burney Junior Senior High School to develop into more Responsible Learners and Positive Citizens.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The Annual Measurable Outcomes that will address this goal are the California School Dashboard Indicator for Conditions and Climate/Suspension Rates, Positive Incentive Programs, and Service Club participation to help all students to develop into Responsible Learners and Positive Citizens. The California School Dashboard Indicators for Conditions and Climate related to attitudes, behaviors, and performance reflect 12.1% of the student population of Burney Junior Senior High School have been suspended at least once during the 2017-2018 school year.	2017-2018 California School Dashboard Suspension rate for all students at Burney Junior Senior High School.	The California School Dashboard will reflect a decrease in the Suspension rate for all students at Burney Junior Senior High School for the 2018-2019 school year.
Rewards and Incentive Programs for Positive Citizenship and Responsibility exist for junior high and high school students through Burney Boosters.	Burney Junior Senior High School currently teams with the Burney Boosters to provide the Raider of the Month Incentive Program for Academics, Athletics and Citizenship.	Burney Junior Senior High School will continue to provide a monthly Incentive Program for Academics, Athletics, and Citizenship sponsored by the Burney Boosters, to motivate students to achieve in these areas.
Burney Junior Senior High School currently uses the "Raider Card" Incentive Program for Positive Citizenship and Responsibility at the junior high school level.	Reward "Raider Cards" Incentive Program for 7th & 8th grade students for Responsibility and Positive Citizenship. Burney Junior Senior High School will incorporate the "Raider Card" Incentive Program for high school students to increase	Burney Junior Senior High School will increase awareness of Positive Citizenship and Responsibility throughout the 2018-2019 school year for all students by adding a monthly "Raider Card" Incentive Program for high school students to

Metric/Indicator	Baseline	Expected Outcome
	Responsibility and Positive Citizenship for students in grades 9-12.	increase Responsibility and Positive Citizenship.
Burney Junior Senior High School in conjunction with the Burney Lion's Club currently recognizes students in 8th and 12th grades as Students of the Month.	Currently, one student per month in 8th and 12th grade is recognized as Student of the Month by the Burney Lion's Club. The Burney Lion's Club hosts a monthly Student of the Month dinner where the students are recognized. At the dinner the students receive a financial reward as well as their picture up at the school for the entire school year, and recognition in the local newspaper the following week.	Burney Junior Senior High School will continue to work with the Burney Lion's Club to provide the Student of the Month Program for students in 8th and 12th grade.
Burney Junior Senior High School currently recognizes Positive Citizenship and Responsibility at a mid-year Awards Assembly.	Incorporate a "Kindness Week" or a similar program with all the students to reward students for Positive Citizenship, Kindness, and Responsibility.	Students will have the opportunity to become more aware of expected Positive Citizenship and Responsibility and will demonstrate this behavior more frequently throughout the school year.
The number of students currently participating in the following Service Organizations that exist at Burney Junior Senior High School: Club Live, Friday Night Live, Interact Club, Leo's Club, "S" Club, SkillsUSA Club, 4-H.	Burney Junior Senior High School currently offers the following service organizations/clubs on campus: Club Live, Friday Night Live, Interact Club, Leo's Club, "S" Club, SkillsUSA Club, 4-H.	Increase student participation of service organizations/clubs currently offered at Burney Junior Senior High School: Club Live, Friday Night Live, Interact Club, Leo's Club, "S" Club, SkillsUSA Club, 4-H.
The Chemical People of Shasta County provides resources to Burney Junior Senior High School to provide peer mentoring for 7th and 8th grade students. The peer mentoring program provides students with activities to help them make positive life choices and the mentors provide positive encouragement and advice to junior high school students.	Burney Junior Senior High School has the largest peer mentoring program in Shasta County. 11th and 12th grade students, who apply and are selected provide peer mentoring to 7th and 8th grade students. Peer mentoring takes place monthly.	Burney Junior Senior High School will continue to work with the Chemical People of Shasta County to provide the peer mentoring program at Burney Junior Senior High School.

Planned Strategies/Activities

Strategy/Activity 1

Burney Junior Senior High School will educate students on the rules and policies of the school and district and create lessons and activities at the beginning of the school year to educate and address discipline rules and consequences outlined in the student handbook with all students. Burney Junior Senior High School will continue to create posters of desired traits and positive messages throughout the school. Burney Junior Senior High School will create posters of suspendible offenses and consequences and put up in classrooms as visual reminders to students.

Students to be Served by this Strategy/Activity

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

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Vice Principal, Teachers, Counselor, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Burney Junior Senior High School will use other means of correction for correcting student behavior other than suspension when appropriate in an effort to lower the suspension rate. Burney Junior Senior High School will start a high school positive incentive program for Positive Citizenship and Responsibility by issuing "Raider Cards" to high school students when they demonstrate Positive Citizenship and/or Responsibly. Burney Junior Senior High School will dedicate one week a year as "Kindness Week" to raise awareness and reward Positive Citizenship and Responsibility.

Students to be Served by this Strategy/Activity

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

Timeline

(by August 2017)

Person(s) Responsible

Principal, Vice Principal, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	None Specified
Description	Use other means of correction other than suspension when appropriate. Start a positive incentive program at the high school level. Burney Junior Senior High School will dedicate one week a year as "Kindness Week" to increase awareness of kind, positive, and responsible behavior.

Strategy/Activity 3

Burney Junior Senior High School will maintain club rosters and compare student participation in Service Clubs annually. Burney Junior Senior High School will continue the peer mentoring program through the Chemical People of Shasta County.

Students to be Served by this Strategy/Activity

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

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Vice Principal, Counselor, Teachers, Club Advisors

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Burney Junior Senior High School will maintain club rosters and compare student participation in Service Clubs annually. Burney Junior Senior High School will continue the peer mentoring program through the Chemical People of Shasta County.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Expectations

Goal Statement

Burney Junior Senior High School will set and maintain consistent and high expectations for student behavior for all students.

LCAP Goal

Increase professional development opportunities in the area of restorative justice to address student's behavioral needs and reduce the suspension rates of unduplicated students.

Basis for this Goal

California School Dashboard Suspension Rates, number of discipline incidences, number of students removed from class.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The Annual Measurable Outcomes that will address this goal are the California School Dashboard Indicator for Conditions and Climate/Suspension Rates, Number of overall discipline entries entered in AERIES, number of students sent to the office. The California School Dashboard has indicated that 12.1% of all students at Burney Junior Senior High School were suspended at least once during the 2017-2018 school year.	2018 California School Dashboard Indicators for Conditions and Climate indicate that Burney Junior Senior High School is in the lowest performance category (red) for number of suspensions for all Students.	The California School Dashboard will reflect a decrease in the number of suspensions for all students at Burney Junior Senior High School.
The California School Dashboard has indicated that 15.4% of Students who are Socioeconomically Disadvantaged were suspended at least once during the 2017-2018 school year.	The California School Dashboard has indicated that Burney Junior Senior High School is in the lowest performance category (red) for number of suspensions for Students who are Socioeconomically Disadvantaged.	Burney Junior Senior High School will decrease the number of suspensions of Students who are Socioeconomically Disadvantaged.
The California School Dashboard has indicated that 14.5% of Students with Disabilities were suspended at least once during the 2017-2018 school year.	The California School Dashboard has indicated that Burney Junior Senior High School is in the lowest performance category (red) for number of suspensions of Students with Disabilities.	Burney Junior Senior High School resource specialist will teach a self-regulating/life skills curriculum to resource students and analyze and manage student behaviors through Behavior Intervention Plans and intervene with home visits when necessary. Burney Junior Senior High School will decrease the

Metric/Indicator	Baseline	Expected Outcome
		number of suspensions of Students with Disabilities.
The California School Dashboard has indicated that 12.5% of White Students were suspended at least once during the 2017-2018 school year.	The California School Dashboard has indicated that Burney Junior Senior High School is in the lowest performance category (red) for number of suspensions of White Students.	Burney Junior Senior High School will decrease the number of suspensions of White Students.
Number of students sent to the office/removed from class for the 2017-2018 school year.	Burney Junior Senior High School will maintain data of students sent to the office/removed from class annually.	Burney Junior Senior High School will decrease the number of students sent to the office/removed from class.

Planned Strategies/Activities

Strategy/Activity 1

Burney Junior Senior High School will establish and maintain a high standard for appropriate student behavior in and out of the classroom. Burney Junior Senior High School implement alternatives to suspension included but not limited to: Conflict Resolution, Restorative Justice, and alternate means of correction in lieu of suspension. Burney Junior Senior High School will educate all students on the rules, consequences, and policies of Burney Junior Senior High School and the Fall River Joint Unified School District at the beginning of the school year and provide lessons and activities to assess student understanding of the rules, policies, and consequences. Burney Junior Senior High School will track the number of students sent to the office and provide strategies for teachers for classroom management. Efforts will be made to provide new teachers and staff with Capturing Kids Hearts trainings.

Students to be Served by this Strategy/Activity

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

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Vice Principal, Counselor, Teachers, Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Administration and Office Personnel will track the number of students sent to the office and provide strategies for teachers for classroom management. Efforts will be made to provide new teachers and staff with Capturing Kids Hearts trainings. Burney Junior Senior High School will establish and maintain a high standard for appropriate student behavior in and out of the classroom. Burney Junior Senior High School implement alternatives to suspension included but not limited to: Conflict Resolution, Restorative Justice, and alternate means of correction in lieu of suspension. Burney Junior Senior High School will educate all students on the rules, consequences, and policies of Burney Junior Senior High School and the Fall River Joint Unified School District at the beginning of the school year and provide lessons and activities to assess student understanding of the rules, policies, and consequences.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students at Burney Junior Senior High School will be taught by Highly Qualified Teachers.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Certificated Teacher Credential Data, Master Schedule	All certificated teachers at Burney Junior Senior High School will be highly qualified.	All certificated teachers teaching at Burney Junior Senior High School are highly qualified with the exception of one teacher who is on a Board Authorized Waiver.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.	Burney Junior Senior High School agriculture teacher attended the Curriculum for Agriculture Science Educators Conference in June 2017.	3,000 5800: Professional/Consulting Services And Operating Expenditures District Funded	3,000 5800: Professional/Consulting Services And Operating Expenditures District Funded
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.	Burney Junior Senior High School Business Education teacher attended the SkillsUSA conference in September 2017.	400 5800: Professional/Consulting Services And Operating Expenditures District Funded	400 5800: Professional/Consulting Services And Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.	The Fall River Joint Unified School District conducted a two-day Capturing Kids Hearts training to all employees.	52,000 5800: Professional/Consulting Services And Operating Expenditures District Funded	52,000 5800: Professional/Consulting Services And Operating Expenditures District Funded
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.	Burney Junior Senior High School teachers will attend Google Summits throughout the 2017-2018 school year.	5,900 5800: Professional/Consulting Services And Operating Expenditures District Funded	5,900 5800: Professional/Consulting Services And Operating Expenditures District Funded
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.	The Burney Junior Senior High School Social Studies department chairperson will attend a three-part Social Studies adoption series in April 2018.	500 5800: Professional/Consulting Services And Operating Expenditures District Funded	500 5800: Professional/Consulting Services And Operating Expenditures District Funded
During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common	Burney Junior Senior High School Science teachers will attend a two-day workshop on the NGSS Statewide rollout.	500 5800: Professional/Consulting Services And Operating Expenditures District Funded	500 5800: Professional/Consulting Services And Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Core State Standards, Career & Technical Education, Equity in Education, Capturing Kids Hearts, Next Generation Science Standards, Social Studies Curriculum, and Google Classroom.			

Analysis

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

Burney Junior Senior High School has and will attempt to hire and retain highly qualified teachers in all subject areas. Professional development trainings will be documented and evaluated by teachers for quality and effectiveness in the overall implementation of the strategies/activities.

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

Burney Junior Senior High School was effective in achieving the goal by implementing the strategies/activities learned in the Professional Development trainings.

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

None

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.

Continuing to implement the aforementioned programs will be based on overall effectiveness of each program. Changes will be made if the program is determined to be ineffective.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All students will graduate from Burney Junior Senior High School better prepared for Post-Secondary Opportunities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A-G & CTE Course offerings, ACT & SAT data, College admission data, grades & transcripts, ASVAB results	By June 2018, Burney High School graduates will be better prepared to enter colleges and universities, career & technical schools, the military, and the work force.	The goal was effective based on post-secondary college application and acceptance rates, number of seniors who graduate A-G eligible, and ASVAB results.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
By June 2018, Burney Junior Senior High School will better prepare graduates to enter Colleges & Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.	Counselor, Site Administration, and Superintendent will attend a series of counseling trainings offered throughout the school year.	2,500 None Specified District Funded	2,500 None Specified District Funded
By June 2018, Burney Junior Senior High School will better prepare graduates to enter Colleges & Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.	Counselor will schedule and work with the classroom teacher to deliver counseling lessons and curriculum to students at each grade level.	0 None Specified None Specified	0 None Specified None Specified
By June 2018, Burney Junior Senior High School will better prepare graduates to enter Colleges & Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.	Burney Junior Senior High School will receive a GEAR UP grant and will receive services of a GEAR UP counselor two days a week.	In Kind None Specified None Specified	In Kind None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
By June 2018, Burney Junior Senior High School will better prepare graduates to enter Colleges & Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.	Burney Junior Senior High School will offer courses that meet A-G requirements and remove courses that do not. Increase CTE completer and capstone classes for CTE Pathways.	0 None Specified None Specified	0 None Specified None Specified
By June 2018, Burney Junior Senior High School will better prepare graduates to enter Colleges & Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.	The Burney Junior Senior High School counselor will document and analyze all meetings to determine an increase in services and overall effectiveness from year to year.	0 None Specified None Specified	0 None Specified None Specified

Analysis

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

Burney Junior Senior High School has fully implemented the strategies/activities to achieve the articulated goal.

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

The overall effectiveness of the strategies/activities implemented by Burney Junior Senior High School were effective in achieving the articulated goal of students graduating better prepared for post-secondary opportunities.

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

None

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

The overall effectiveness of the program will be analyzed each year. Changes will be made if necessary.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Burney Junior Senior High School will increase positive recognition to all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Burney Junior Senior High School increased academic recognition to students by adding a mid-year academic assembly and now has a mid-year and an end-of-the-year academic assembly to recognize student achievement.	Burney Junior Senior High School will increase recognition to all students in the area of Academic Achievement, CAASPP Test Performance & Improvement, Attendance, and Citizenship.	Burney Junior Senior High School did increase recognition to all students in the area of Academic Achievement, CAASPP Test Performance & Improvement, Attendance, and Citizenship during the 2017-2018 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Burney Junior Senior High School will increase recognition to all students in the areas of Academic Achievement, CAASPP Performance & Improvement, Attendance, and Citizenship during the 2017-2018 school year.	Burney Junior Senior High School added a Mid-Year Awards Assembly to reward students in the following area: CAASPP Performance & Improvement, Attendance, and Citizenship during the 2017-2018 school year.	500 0000: Unrestricted District Funded	400 0000: Unrestricted District Funded -100

Analysis

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

Burney Junior Senior High School has increased positive recognition programs for all students.

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

Burney Junior Senior High School was effective in achieving the articulated goal by increasing positive recognition to students during the 2017-2018 school year. Burney Junior Senior High School was also effective in achieving the goal by recognizing and rewarding students in the areas of attendance and citizenship.

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

100

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.

Burney Junior Senior High School will continue to recognize students Mid-Year and at the End of the Year for Academic Achievement, CAASPP Performance & Improvement, Attendance, and Citizenship Changes will be based on the overall effectiveness of the recognition programs. Changes will be made if the program is determined to be ineffective.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	7,500

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	45,608	38,608.00
Donations	500	0.00
In Kind	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	7,000.00
Donations	500.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	District Funded	4,000.00
None Specified	District Funded	3,000.00
None Specified	Donations	500.00
None Specified	None Specified	0.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Ray Guerrero	Principal
Becky Torgrimson	Other School Staff
June Pellegrino	Other School Staff
Cindy Fruguglietti	Classroom Teacher
Mark Harner	Classroom Teacher
Jennifer Hribar	Parent or Community Member
Amanda Tate	Classroom Teacher
Sammie McClung	Parent or Community Member
Loni Kolek	Other School Staff
Jeannine Ferguson	Parent or Community Member
Blain Marks	Secondary Student
Albert Scheckla	Secondary Student
Langston Tate	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 February 8, 2019.

Attested:

Signature	
Ray Guerrero	Principal, Ray Guerrero on 02/08/19
Mark D Harner	SSC Chairperson, Mark Harner on 02/08/19