

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

SHERMAN E. BURROUGHS HIGH SCHOOL

500 French Avenue
Ridgecrest, California 93555

Sierra Sands Unified School District

March 3, 2014 - March 5, 2014

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Chapter I: Student/Community Profile

Sherman E. Burroughs High School (BHS) is a comprehensive four-year high school that serves the Indian Wells Valley, including the communities of China Lake, the Rand Mining District, Ridgecrest, and Inyokern, California. Approximately 27,000 people live in Ridgecrest and 1422 students are enrolled at BHS. The major industries and employers in the area include the Naval Air Warfare Center, Weapons Division, China Lake (NAWC), contractors supporting NAWC, the Ridgecrest Hospital, retail sales, Rand Mining Company, Briggs Mining Company, and IMC Chemical Company. Most of the community, either directly or indirectly relies on NAWC for their economic livelihood. Burroughs High School is the only comprehensive public high school in the area and was named a California Distinguished School in 2011.

The following data are from the student and community profile and the CDE School Quality Snapshot.

California's Academic Performance Index (API)

20013 Growth API	802
Growth from Prior to Current Year	-1
Met Schoolwide Growth Target	Yes
All students Met Growth Target	Yes
2012 Base API State Rank	8
2012 Base API Similar Schools Rank	8

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	Yes	17
Native Hawaiian or Pacific Islander		--
White	Yes	-2

Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged	Yes	10
Students with Disabilities		--

2012-13 Enrollment by Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	1%
Asian	3%
Native Hawaiian or Pacific Islander	1%
Filipino	2%
Hispanic or Latino	23%
African American or Black	6%
White	62%
Two or More Races	1%
Not Reported	0%

Subgroup Enrollment

Subgroup Designation	Percent
English Learners	7%
Socioeconomically Disadvantaged	35%
Students with Disabilities	11%

The English learner population has declined over the last three years. 127 students in 2010-2011, 71 students in 2012-2013.

Average Class Size

Year	School	District	State
2007-08	23	20	21
2008-09	23	20	21
2009-10	23	22	21
2010-11	23	24	23
2011-12	23	23	23

The school has experienced six continuous years of declining enrollment. 1695 students enrolled in 2007-2008, 1422 students enrolled in 2012-2013.

California Standards Test (CST) English-Language Arts Results (percent proficient and above)

Year	School	District	State
2008-09	50%	52%	49%
2009-10	55%	53%	52%
2010-11	58%	54%	54%
2011-12	59%	59%	56%
2012-13	62%	59%	55%

CST Mathematics Results (percent proficient and above)

Year	School	District	State
2008-09	29%	48%	46%
2009-10	30%	50%	48%
2010-11	35%	52%	50%
2011-12	32%	53%	51%
2012-13	32%	54%	50%

CST Science Results (percent proficient and above)

Year	School	District	State
2008-09	57%	58%	50%
2009-10	58%	64%	54%
2010-11	64%	64%	57%
2011-12	69%	69%	60%
2012-13	67%	67%	59%

CST History/Social Science Results (percent proficient and above)

Year	School	District	State
2008-09	48%	44%	41%
2009-10	48%	46%	44%
2010-11	53%	48%	48%
2011-12	59%	54%	49%
2012-13	63%	56%	49%

2011-12 Percentage of English Learners Making Progress in Learning English

Year	School	District	State
2009-10	59%	62%	59%
2010-11	52%	53%	55%
2011-12	61%	61%	63%

CST scores have steadily improved since 2007-2008.

Percentage of Students in the Healthy Fitness Zone in 2011-12

Test	School	District	State
Abdominal Strength	90%	90%	83%
Aerobic Capacity	70%	65%	63%
Body Composition	64%	59%	56%
Flexibility	79%	73%	78%
Trunk Extension Strength	97%	91%	89%
Upper Body Strength	72%	75%	72%

Percent 2011-12 Graduates Meeting California State University Requirements

Year	School	District	State
2011-12	13%	12%	38%

The school has made A-G completion an action plan item.

Cohort Graduation Rates *

Year	School	District	State
2009-10	93%	89%	75%
2010-11	96%	92%	77%
2011-12	93%	90%	79%

* Only three years of data are available

2011-12 Suspensions and Expulsions as a Percentage of Enrolled Students

School	District	State
13%	10%	6%

2011-12 Average SAT Score

Year	School	District	State
2011-12	1,653	1,653	1,492

California High School Exit Examination (CAHSEE) English-Language Arts Grade 10 Passing Rate

Year	School	District	State
2008-09	85%	83%	79%
2009-10	85%	84%	81%
2010-11	88%	88%	82%
2011-12	88%	87%	83%
2012-13	87%	86%	83%

CAHSEE Mathematics Grade 10 Passing Rate

Year	School	District	State
2008-09	81%	79%	80%
2009-10	83%	82%	81%
2010-11	86%	85%	83%
2011-12	85%	84%	84%
2012-13	85%	83%	84%

CAHSEE pass rates have remained high since 2008-2009.

Critical Academic Needs

BHS has identified four Critical Academic Needs:

1. Improve fundamental mathematical and literacy skills as demonstrated by California proficiency, with particular attention to subgroup achievement.
2. Increase student and staff use of and proficiency in technological resources and tools.
3. Increase the percentage of students who meet a-g UC/CSU requirement.
4. Increase comparability and equitability in pacing, assessment, and grading policies of similar courses.

The identified critical academic needs are linked to data in the student and community profile. Each cites data from the profile or, in the case of increasing student and staff use of and proficiency in technological resources and tools, stakeholder surveys. The critical academic needs are not specifically linked to corresponding schoolwide learner outcomes. The visiting committee examined the critical academic needs and noted a possible alignment with two of the BHS learning outcomes, achieving proficiency and demonstrating fundamental communication skills.

Chapter II: Progress Report

Major changes at BHS since the last full self-study include:

1. Non-college prep classes in English and social studies were eliminated from the master schedule in 2009. In 2010, non-college prep classes in Algebra and Geometry were eliminated and honors sections in both courses were added. The non-college prep Biology course was eliminated in 2011. The majority of BHS students are on track for the a-g completion.
2. Advancement Via Individual Determination (AVID) was implemented in 2009. AVID training has become significant component of professional development. Approximately one-third of the faculty has voluntarily attended the AVID Summer Institute.
3. The Career and Technical Education (Engineering) facility was completed and the Pre-Engineering pathway implemented Project Lead the Way (PLTW). PLTW offerings have expanded from Introduction to Engineering & Design and Principals of Engineering to include Digital Electronics and Civil Engineering & Architecture.
4. A combination of instructional efforts, professional development, and the STAR Incentive Plan has resulted in achievement of high CAHSEE pass rates and API scores. Suspension and expulsion rates have declined due to the implementation of a merit-based disciplinary program.

Progress on the Action Plan

Action Plan Item #1: Improve reading comprehension and writing skills as demonstrated by student proficiency on California Standards Tests.

Professional development in the CSU system's Expository Reading and Writing Curriculum, AVID's

Critical Reading methodologies, and resources like *AVID Weekly* have been used to support students' ability to read and respond to complex texts. A benchmark writing calendar was implemented in 2012-2013. Benchmark exams have been created and revised in 2013-2014 to reflect the transition to Common Core. All core departments have received training in critical reading strategies and are collaborating to develop reading and writing assignments that emphasize Depth of Knowledge.

Action Plan Item #2: Improve fundamental mathematics skills as demonstrated by student proficiency on the California Standards Tests.

ALEKS, a web-based, individually student-paced mathematics instructional program intended for struggling ninth-grade students was started in 2011. The improvement in the percent of students proficient in math is attributed to the implementation of ALEKS. Non-college prep Algebra and Geometry courses have been eliminated and Honors sections have been added. Other interventions or instructional strategies were not identified.

Action Plan Item #3: Increase performance and skills of students in significant subgroups, such as at-risk/socio-economically disadvantaged/EL students.

All ELD students are now enrolled in a regular English class. By doing so, the students gained an elective and increased their opportunities to connect with the school, feel more engaged, and access the curriculum. The Learning Center (TLC) was created as a schoolwide support network for all students. Many teachers incorporate the TLC into extended learning opportunities for students, and provide additional make-up and re-take opportunities for students who utilize the TLC. The RSP program has been overhauled and, where appropriate, the RSP students are placed into the general education curriculum.

Action Plan Item #4: Increase collaboration with departments and among departments in order to foster sound educational practices.

BHS was authorized by the district and school board to bank minutes for collaboration. BHS was allowed to bank minutes to support four early-release days per year allowing for quarterly collaboration. There is significant interest in increasing time for collaboration. Core departments have engaged in ongoing district-initiated collaboratives for developing curriculum and planning implementation.

Action Plan Item #5: Increase communication among all stakeholders

Information is made available through different methods including; school and district websites, partnerships with local media, auto dialer messages, the Principal's Coffee, printed and posted communication, and Edline. The Parent Access Management System (PAMS) portal to the Aeries Student Information System gives parents the opportunity to monitor their student's academic progress on a daily basis. Many teachers are increasingly using online tools such as Google Docs, Turnitin.com, and Edline to increase communication. The Principal's Coffee meetings are an example of dialogue between the principal and interested parents.

Action Plan Item #6: Maximize student potential in all areas, not just those targeted by NCLB, through creative learning, enrichment, and pathways.

The PLTW, ROP, Industrial Arts, and Visual and Performing Arts programs are in place. New courses such as Forensic Science, AP English Language and Composition, English 70 (dual credit), AP Chemistry, Multicultural American Literature, and AP Art have been added to address specific student needs and interests.

Critical Areas for Follow-Up

Critical Area for Follow-Up #1: A school wide effort which includes the understanding and implementation of differentiated instructional strategies within all classrooms to ensure all students are exposed to rigorous and relevant curriculum

The school reports that the implementation of AVID has been a significant component of professional development for building teacher efficacy and differentiated instruction. The implementation of AVID and adjustments to core pathways has increased student exposure to a rigorous and relevant curriculum. Instructional programs like ALEKS and Google Apps for Education along with the acquisition of Chromebooks for every English classroom have added more access to the curriculum. Discussion with the Instruction Focus Group clarified that differentiation of instruction is regularly practiced with RSP and SDC students. Physical Education uses a modified grading scale when measuring student improvement toward individual fitness goals. Other classes and content areas reported that differentiation occurs on a class by class basis.

Critical Area for Follow-Up #2: The LEA and site administration should continue efforts in recruiting highly qualified teachers.

The District seeks highly qualified teachers who are NCLB compliant. Veteran teachers who are not credentialed to teach a core course have either become qualified through examination or through HOUSE. In 2011-2012, 5% of Burroughs Staff did not have a clear credential. In 2012-2013 that number was 0%. In 2011-2012, 11 classroom sections were taught by teachers without CLAD, BCLAD, SDAIE or other credential authorizations. In 2012-2013, the number of classroom sections was down to 6.

Critical Area for Follow-Up #3: Conduct comprehensive professional development for the consistent and focused use of data in the instructional cycle (assess, plan, teach, assess, adjust).

The school reports that some improvement has been made in developing teachers' fluency with the instructional cycle. Much of this was due to District-supported development of benchmark exams, professional development in the use of the Illuminate system, and the philosophy of Professional Learning Communities. How instruction is "adjusted" has not been pursued. The use of data was not discussed.

Critical Area for Follow-Up #4: Utilize the collaboration days for professional analysis, dialogue and planning centered on formal and informal assessments of student work.

Four faculty collaboration days have been added to the school schedule, allowing greater opportunities for teacher collaboration and dialogue. Much of this time has been recently devoted to professional development in Common Core, use of technology, comparability issues, and curriculum development.

Critical Area for Follow-Up #5: Pacing plans and benchmark exams need to be expanded to all subject matter and utilized to ensure accountability in student learning.

Pacing guides and benchmark exams have been developed for Social Studies, Art, science, math, and foreign language. English is currently in the process of developing pacing guides and benchmark exams. Development will continue as BHS prepares for Common Core and the Next Generation Standards.

Chapter III: Self-Study Process

The BHS schoolwide learner outcomes:

- Students will achieve proficiency of the California academic standards, demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation, and acquire fundamental scientific, mathematical, and technological literacy.
 - Students will demonstrate the fundamental communication skills of reading, writing, listening and speaking through academic, vocational, and social activities or projects.
 - Students will work effectively with others, be responsible citizens, demonstrate integrity, and have an awareness of the world's various viewpoints, belief systems and cultures.
1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The report shows that the school largely followed a traditional self-study process. Home groups and focus groups met to accomplish the tasks outlined in the WASC/CDE Focus on Learning process guide. The focus groups had representation from teachers, parents, and students. Most classified staff did not participate directly but were kept informed of the process at appropriate intervals. The process by which all stakeholders collaborated in the self-study was not addressed directly in the report but follow up discussions yielded many examples of collaboration. A timeline from Summer 2012 to Winter 2013 documenting events and meetings is included in the preface of the self-study but the process by which the various stakeholder groups were formed, tasked, or collaborated is not explained. Focus group members explained that most participating stakeholders were assigned to a particular group based on establishing balanced representation. Further discussion with the leadership team revealed that there was an active dialogue between stakeholder groups and the leadership team that included email between focus groups and home groups, staff meeting agenda items, and the use of collaboration time. The leadership team held a mid-process meeting to recalibrate stakeholders with the Focus on Learning process.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

All stakeholders were invited to take part in clarifying the schoolwide learner outcomes. Students were made aware through announcements in the daily bulletin and participation in a WASC survey. Parents were asked to participate through announcements at Back to School, the bulletin, social events, and automated telephone calls. The focus groups also reviewed the vision and schoolwide learner outcomes. The self-study states that the stakeholder groups found the schoolwide learner outcomes sound and effective ones and remain unchanged since 2007. The school did not select a specific schoolwide learner outcome to examine during the self-study. When asked about how the learner outcomes may change in the future, the leadership team responded that the informal measurable indicators will change as academic expectations evolve.

3 . The gathering and analyzing of data about students and student achievement

Although student achievement data was gathered and analyzed, little discussion of how or when this occurred is explained in the report. A large portion of the analysis in the student and community profile was formalized after Chapter IV and the Action Plan were completed although the preliminary discussions occurred throughout the self-study process. Little mention of examining student work or visiting other classrooms specific to the self-study process exists. Snapshot Days occur approximately once a year where teachers visit other classrooms to gain a sense of what is happening elsewhere at BHS. There is a distinct focus on particular high stakes test scores (CST and CAHSEE) and grade distributions at BHS. This focus has resulted in an API over 800 and being recognized as a California Distinguished School in 2011. Regular analysis of other important data is less frequent. The leadership team was asked about a more systematic and institutionalized approach to analyzing a broader range of data and it responded that it recognizes this need and looks toward the action plan to address it as the school prepares for Common Core and the Next Generation Standards.

4 . The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria

The self-study is largely complete and shows a commitment to the *Focus on Learning* process. The school addressed all of the WASC/CDE criteria in the self-study. Each focus group has its own distinct voice and it is apparent that significant productive discussion occurred in relation to the criteria although some of it may not have been adequately captured in the self-study report. The Visiting Committee asked for clarification of how the leadership team, focus groups, and home groups collaborated during the self-study and, as in the case of how all stakeholders were involved in the process, it was explained that formal collaboration specific to the *Focus on Learning* process did occur but was also bolstered by much informal collaboration as well.

5 . The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The Action Plan is ambitious and draws from the BHS Single Plan for Student Achievement. It is well supported by the findings of the self-study. It addresses the identified critical areas for follow-up identified in the report with an emphasis on preparing for Common Core and the Next Generation Standards. The follow up process is sound and the overlap with the single plan gives an extra layer of monitoring that promotes accomplishing the schoolwide action plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

No change has been made to the mission, vision, and schoolwide goals since 2007, though the leadership and staff have revisited them and determined that they are sufficient to guide the school and help them meet the needs of students. The plans are clearly stated and are supported by the governing board and central administration. The school's learning results to support learner outcomes and academic standards, as well as the belief that all students can learn. Parents, teachers, and administrators were included in the process of reviewing the vision statement and learned outcomes. The groups did review community demographics, surveys, post-high school skills, and school programs when reviewing the vision. Home groups and Focus Groups also discussed the vision, mission, and learning results extensively and found them to be sound guiding principles. Though the school reported that they examined the existing vision and learning goals recently and found them to meet their current needs; however, it is not apparent if they have a process in place for an ongoing review of these guiding principles.

The District Office personnel and the governing board are supportive of the school and the action plan. The school has aligned its WASC Action Plan to its Single Plan for Student Achievement. Both support schoolwide learner outcomes and academic standards.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The School Board has goals that are aligned to the purpose of BHS:

1. Provide an academic program aligned with the California state standards
2. Provide a variety of staff development opportunities and student programs
3. Provide a safe, positive learning environment
4. Provides opportunities for community input and involvement

The Board meets on the third Wednesday of every month for its regularly scheduled meeting. The Board packet and calendar are both available online. The Board's goals are directly aligned to the guiding principles of BHS, and the Board delegates authority to district level administration to ensure that teachers are aware of and implement Board goals.

The Board meetings and agendas are posted online and in the newspaper so that the community is aware, and the superintendent has an open door policy, as do site administrators. Board democratic elections, by ballot, are in the fall; the Board will be downsizing to a five member board.

The Board regularly receives reports on student achievement via the School Accountability Report Card, the Spotlight on Performance, and the Williams Act. School administrators also meet with District Office personnel to communicate student progress on learning goals. Performance data is a regular component of school board meetings. The fiscal health of the district is also discussed at Board meetings and financial documents are made available online.

Complaint and conflict resolution procedures are made available to all stakeholders at the beginning of the year in both English and Spanish. The District follows all formal complaints and works hard for resolution. Employee rights/responsibilities are emailed at the beginning of the year. Informal complaints are handled with administration, parents, and staff to resolve issues.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions?

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes?

The school's Single Plan for Student Achievement, which was derived from the evaluation of student performance data, guides the expenditure of funds and professional development efforts. Resources such as funds and time are allocated to the implementation of the plan. In order to achieve the schoolwide learning outcomes, the school has eliminated many of the classes that are not a-g. Many of the staff members at BHS are in favor of having collaboration time more frequently. In talking with District personnel, the District leadership is open to exploring new ways to schedule the time so that teacher can meet more frequently. Resources are directed toward achieving the success of the Single Plan for Student Achievement. The District has increased support of professional development so that teachers have the knowledge and skills to improve student achievement. The purchase of instructional materials and Chromebooks directly supports the Single Plan for Student Achievement. The schedule has also been modified to offer more a-g requirements, which supports the SPSA.

The school facility is nearly 60 years old, but is adequate to meet the school's vision and learning goals. A

new engineering facility was built within the past few years and provides a rich environment for CTE curriculum and plans for further modernization are now in progress.

Common Core funding was used to purchase a class cart of Chromebooks. A grant was also written at the district level which focused on technology and instruction. The principal reported that there is little discretionary money available for campus spending, but that there are two categories, one for core and one for supplemental. The core funds require approval by the district DIMSC.

All BHS teaching staff possess a clear credential. Beginning Teachers Support and Assessment Induction program is an important program that supports new teachers. Current teachers are provided ongoing professional development so that they may create Common Core curriculum. AVID training has also been provided to many of the staff.

The Single Plan for Student Achievement, as well as the school's Action Plan will help direct the school over the short and long term. The school and District are continually managing resources, such as time for collaboration to support teacher collaboration, which will ultimately support students' achievement of the critical learner needs, academic standards, and schoolwide learner outcomes.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

The District seeks highly qualified teachers and supports current teachers through continual staff development. Training such as Advanced Placement courses, AVID, and PLC have been supported by the district. As far as staff policies, they are all available via the intranet. Beginning of the year meetings have some time dedicated to review of policies.

Staff gives input to what classes they are qualified to teach and want to teach. Teachers are placed in their areas of expertise. The school has flowcharts that describe staff and administrative responsibilities. District handbooks for employees, as well as job descriptions are made available electronically and are discussed in staff meetings.

The departments share lesson plans, units, tests, notes, and other materials via the Google drive and often meet during lunch or after school to collaborate. The District personnel have indicated that they are willing to look at ways to provide ongoing collaboration on a more frequent basis. BHS teachers have indicated a strong desire to collaborate cross curricular areas as well.

Communication is achieved via email, staff meetings, and department meetings. Staff members are able to access Google calendars for planning, including reserving computer labs. The Teleparent system is used extensively to keep parents updated regarding school activities and incidents.

For evaluation of the collegial strategies used to implement innovations and encourage improvement, BHS has implemented a Snapshot day, where teachers observe each other in the instructional setting. Within departments and among department leaders there is shared leadership, as teachers contribute to lessons, share assessments, and communicate through the Google drive.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The staff is involved in mandatory Common Core training to develop resources that will help students achieve the schoolwide learner outcomes. Many BHS staff members have also received training in AVID

strategies such as critical reading, tutorials, and writing strategies. Measurable effects from professional development include the lessons developed during the Common Core training, the success of students utilizing AVID strategies, as AVID teachers monitor progress of students closely.

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes?

Human resources are effectively utilized by School Site Council, Departments, instructional committees, textbook committees, and Leadership Committees. Teachers often meet on their own during lunch or after school to plan and collaborate. The principal shared that he has little budget control and that most requests go through ASB.

The school has used bond money to update the infrastructure. The new CTE building is a valued addition to the campus, along with the state of the art sound stage. The school is a safe environment for students and is functional and well-maintained.

Grant monies have also been used to purchase instructional tools such as projectors, digital whiteboards, and Chromebooks. The campus also has a full time technician who is available to assist the teachers with their technology. The teacher librarian is a technical specialist and maintains databases for teachers and supports students.

The staff is well-qualified and certified to teach in their given subjects. There is an online option available for students. There is no evidence if the district and school has in place a processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Ambitious Action Plan the supports student learning, staff collaboration, and student success
- Strong site leadership as evident by the administration involving stakeholders in the development of the self-study
- District office/Board support of BHS schoolwide goals

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- More common collaboration time as evident in the Action Plan
- Communication between the site and District Office
- Use of data to communicate progress toward the Action Plan

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

BHS students are supported by the active program supplement AVID. Many teachers have been to AVID trainings during the summer. This is a district wide program which begins at the middle school and continues on through high school providing a continuum of learning strategies for student success. The strategies are used in a manner that fosters mastery of concepts with peer tutoring and differentiation. A teacher in a Spanish class used white boards to check for understanding and as peer correction. Students in a special day class used an "exit slip" as they documented what they learned during a reading selection. In some classes teachers had written the daily expectation on the board as a way of informing the students what would be covered that day.

BHS has moved to a a-g course curriculum. This schedule is offered to all students. All courses are listed in a booklet used at registration and sent home with students during registration time. This booklet describes the course, any prerequisites, what the course is about and the transferability of the course.

In most classes and for a large portion of the student population the concepts and skills taught, the academic standards and the schoolwide learner outcomes show congruence. One of the schoolwide learner outcomes is that students will achieve proficiency of the California Academic standards, demonstrate the higher order thinking of application, analysis, synthesis and evaluation, and acquire fundamental scientific, mathematical and technological literacy. Burroughs self report has stated that the pass rates on the CAHSEE for all students is 85% for math and 87% for English Language Arts. Since this is California's state test for exit from high school BHS appears to be meeting the standards set forth by the state.

The schoolwide learner outcomes that pertain to student work-engagement in learning is "Students will demonstrate the fundamental communication skills of reading, writing, listening and speaking through academic, vocational, and social activities or projects". This was evident in classes that are predominantly CTE classes. Classes such as woodshop, metal class, intro to engineering design, ROP automotive and ROP restaurant careers lend themselves toward seeing student work displayed. There were other classes that had some student work such as the SDC Biology class which displayed the owl pellets that had been dissected, A poster of the theme of books being read on the Chromebooks as well as characteristics of characters related to the book being read in a different English class. There was variety of student work observed in the VAPA classes which due to the nature of the class had only a one time opportunity for observation. The visiting team did not see consistency in this area as a school wide practice. Classrooms were appropriately decorated in line with subject matter and age appropriate themes but a consistent display of student work was not observed.

BHS has a curriculum that is rigorous, relevant and coherent. All students are allowed access to the programs and classes offered at the high school. The eliminating of non college groups brought more students into the college prep and a-g tract. BHS has made an effort to align many classes with "a-g guidelines". Burroughs is currently piloting a program of a flipped classroom. Students are given

assignments to view online or on tape and are expected to be ready to discuss the concept in class the next day in their geometry class. This is sometimes a challenge due to the internet connections offered within the community and surrounding area. It is widely known within the community that the area has connectivity issues. To remediate this situation the teacher allows students to come in before school to view the video on his classroom computer. Students also have the ability to use the computers in the learning center. To facilitate the mastery of math concepts that students may be lacking up on entry to high school, BHS has instituted an online math program called ALEKS. This program takes the place of the direct instruction math class and covers topics like basic math and pre-algebra topics. This computer program is very individualized and covers topics at the speed the student can handle. Once the student's math skills have risen to a level of Algebra, the student is pulled from the computer class and put in a face to face Algebra class. The determination of taking this class is made by previous scores in middle school. The ALEKS class is typically a freshman class and is available for all students. Used predominantly for students that struggle with math and special education students, students may stay in the class for longer than their freshman year. While the use of the ALEKS program is used to remediate, this class counts toward their graduation requirement and can also count as elective credit.

Access to the visual and performing arts program is enjoyed by all students as is access to several ROP programs. Engineering students are encouraged to pursue that pathway through Project Lead the Way class. BHS has placed all of their RSP students in the general education setting in English, Social Studies and Science. RSP students also take a study skills class to gain more time and assistance in completion of assignments.

With the push for a-g classes BHS has discovered the necessity to provide "fall back" classes for those students that cannot keep up with the pace or rigor of the classes. Currently, lower performing general education students and SPED students have to spend a year failing their a-g class before being able to be pulled out and placed in a class commensurate to their abilities.

Collaboration within departments is emerging and will continue as the teachers are allowed time to meet together. Most of this collaboration occurs during monthly department meetings. Currently there are four minimum days allotted to the teachers for collaboration time. There is a palpable feeling among staff that if more time was provided that such cross curricular interaction among teachers would occur. Plans are currently in the works for English teachers to assist Math teachers in the writing portion of their preparation for practice in the upcoming common core SBAC exams.

BHS has adopted EWRC and dual enrollment English classes. They have also adopted a second semester senior composition classes to prepare students for educational or technical writing which will be needed in the arena of college or careers. BHS is on an ambitious course to modify all courses to ensure a-g eligibility. They are also aware of the fact that they need to revise graduation requirements to meet the schedule of a-g programs. Teachers have had discussions on grading commonality and determination as to the weight or percentage of failing or incomplete grades. This is an ongoing discussion. Most departments have come to a consensus but a school wide consensus is more difficult due to the demands of the different subjects. The degree of involvement from all stakeholders varies as the program evolves. In the area of classes now not required by the State of California, BHS may want to look at the geography class and determine if the students would be better served with a different elective course. BHS math department has asked for "fall back" classes for those students that fail the first semester of a course. Scheduling difficulties are often cited as reasons as to why a class cannot be offered the second semester for a student that has failed the first semester.

BHS enjoys a close relationship with its two feeder middle schools. Programs such as the AVID program established at the high school have been incorporated in the middle schools so as to provide continuum of practices. The math departments at the high school and middle schools use the same ALEKS program for their remedial math program ensuring a smooth transition from the middle school to the high school.

In addition, BHS has a close relationship with the local community college. BHS and Cerro Coso Community College have many articulated courses. The English 70 class offered to seniors at BHS allows for dual credit between the high school and the college. Students in the ROP courses and workability are tracked for five years. Special education students are tracked for two years. Feedback is received from students who attend four-year universities.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Students at BHS enjoy a full range of classes for those that are career bound and those that are college bound and those required by the State of California for graduation. Many elective courses help prepare students for the real world experiences in the fields of criminal justice, construction, woodworking, sheet metal working and auto mechanics. Classes are also provided through project lead the way which helps students learn the engineering process. In connection with the engineering classes, students learn how to use an AUTOCAD drafting machine and how to program it. Foreign language classes assist the students in their ability to communicate in the ever changing bilingual world. VAPA classes allow those interested in the arts to continue their interest and prepare for jobs in the performing art world a few hours from Ridgecrest. Core classes like history, science, English and math are available in college prep and honors levels to assist students in preparing for a college experience either at the local two year college or at a four year college. "Fall back" classes are not offered at present.

BHS has a system of collaboration between student and staff. Students meet with their individual counselor at least twice a year to check the progress of their career goals and to see if anything has changed. If changes in the future plans of the students have been made, counselors are able to make sure the needed classes are available in the student's schedule. Parents have multiple ways of being informed of the changes via phone calls with the parents, email, notes home. In special education the student meets with their case carrier on a yearly basis to address progress in their academic setting.

Through the Regional Occupation Program (ROP) and Career and Technical Education programs Burroughs tracks students for five years to see how students are doing in the post high school experience. Workability, a work experience program for special education students also tracks the progress of the students that graduate from BHS.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Real world applications occur mostly within the CTE classes but also within the core classes where students are learning formulas needed to solve real world. BHS has implemented a CAHSEE Math class, which is the aforementioned ALEKS program. This class is done on the computer at the students own pace with assistance from classroom teachers and volunteer aides. This class has helped increase the pass rate so that BHS has a pass rate of 85% of its student population. Study skills classes are offered to assist special education students in preparing for the CAHSEE. In addition the newly created learning center, staffed by certificated teachers is available at lunch time as a place where students may go to get additional assistance, print out something they need to turn in or help

other students.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- Use of the ALEKS program for underperforming math students general/special education
- Dual Credit for English 70 class (for seniors) through the local community college
- Access to college prep (A-G) classes for the majority of the student body
- Wide range of CTE classes directly translate to job skills within the community.
- ROP classes related to real world businesses
- Large range of VAPA classes

Key issues for Standards-Based Student Learning: Curriculum:

- The BHS curriculum lacks fall back classes.
- The BHS summer school curriculum is not a-g approved.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning communitys to achieve the academic standards and the schoolwide learner outcomes?

Many of the students at BHS are engaged in challenging work which is supported by its 800 API score, its high graduation rate, and its designation as a California Distinguished School. It is noted, that their curriculum and instructional practices are continuously refined and that there is a desire by most teachers for collaborative time to further augment best practices. The majority of teachers have indicated that instruction would be greatly enhanced if consistent and regular interdepartmental and intradepartmental collaboration time were allotted. Another important observation is that AVID is becoming more of an integral part of the school's culture as is not only noted in the self-study report, but it is apparent in many of the classes by the utilization of Cornell notes with meaningful reflections, interactive notebooks, and critical reading strategies observed by the Visiting Committee. Common Core and Depth of Knowledge seems to be positively informing instruction at all levels and, of particular note, the SPED department has been able to take and use the lessons and instruction strategies of other teachers to align their practices for their population. The evidence section of this criterion indicates that there is pathway and placement realignment taking place that explains why non-college preparatory tracks and some college prep courses have been eliminated. There are, however, non-college preparatory core classes in place for those students for whom college is not an option or aspiration. The invaluable existence of the wood shop, automotive, metal shop and civil engineering and architecture classes speaks to the fact that BHS recognizes the needs and various pathways necessary for both its traditional and non-traditional students.

BHS notes several initiatives in place in the English department to address the varying levels of students such as the inclusion of RSP into the General education curriculum, the placement of ELL students in college-prep English (resulting in the improved self-perception and/or higher achievement by many of these students), the utilization of close reading techniques and Common Core methods, as well as the addition of a composition requirement in the senior year. In AP Literature students are required to develop and use analytical skills. The English department has begun to utilize Chromebooks that allows students to annotate and engage with text in real time. One of the goals of the English department is for students to be able to write structured essays that require the use of higher order thinking skills in the form of evaluating, organizing, and effectively integrating text. This use of technology addresses the need for more student engagement as well as the need for differentiated instruction. Additionally, the inclusion of a writing component at the senior level also enables the offerings in this department to further align their course offerings with a-g requirements.

The Foreign Language, Math, and Science departments note specific instructional strategies they use to incorporate challenging learning experiences for all students. The Math department utilizes ALEK, a remedial online instructional math program, to address the needs of students that struggle with and need to acquire basic math skills. Teachers that use the ALEK program report that they see some success, but the question is whether it is beneficial to all students in the class in that some indicate they would be better suited to direct instruction. In a show of increased usage of technology, one math teacher incorporates a flipped classroom that enables students to view lessons via the internet at home and then, return to class for clarification and re-teaching. The Science Department is actively modifying its assessments to include more constructed responses and skill based assessments in an effort to align its instruction with Common Core Standards. Science classrooms utilize AVID strategies in its incorporation of interactive notebooks and critical reading strategies, namely annotation, and the regular use of whiteboards. Various modalities are incorporated in an effort to address the needs of students with all learning styles. In Chemistry, AP Biology, and the other lab sciences, inquiry labs are utilized to involve all students in challenging learning experiences. In each of these classes there is a wide range of challenging and engaging lessons based on student achievement levels. The SDC Biology class represents a clear use of differentiation in that they used a PowerPoint where students could see, hear, and touch (click) the internal parts of a rodent. This method allows for students to learn the content in a method that will allow them to retain and use it.

Foreign language teachers also utilize various instructional strategies that encourage student engagement. One indication of incorporating strategies to assist ELL students, as well as whole class inclusion, is the use of whiteboards and think/write/group share. Students were given a question to answer individually, they were then required to share with the people in their group in an effort to arrive at the correct response and then, publish it to the whole class via use of the white board. This allows for students to hear the language, apply it properly, and get immediate feedback from the teacher.

The Social Studies department notes that teachers offer variations of single assignments as part of differentiation and they provide a rigorous educational experience for every student. Additionally, it is noted that students are presented with historical causation problems for which they are required to research possible outcomes. In accordance with the action plan that indicates that an increase in rigor is a goal, the Social Studies department ensures rigor by requiring the integration of text and documents into its writing requirements. The department, namely the home group, also states that it uses primary and secondary source documents as formative and summative assessments. These strategies are actively engage students and help them succeed at high levels.

The Physical Education department employs a wide variety of activities that require not just student physical engagement, but cognitive engagement as well. The square dancing class for students at all grade levels was a clear indication that this department is vested in equipping student to be a well-rounded person that will be able to interact with others respectfully.

While the analysis, evaluation, and application of data could definitely be utilized on a larger scale, by and large various departments have attempted to use data to modify instruction to increase student achievement accordingly. The English department, for example, has utilized data to inform instruction and assessments in that the ninth and tenth grade classes use common assessments and the entire department uses the same grading scale and categories. Further discussion indicates that conversation has started among other teachers to extend this commonality across all of the departments which is also part of the schoolwide action plan.

While a clear and observable objective and/or agenda was not always readily apparent, the practice of informing students of the expected standards and learning expectations is done in a variety of ways that include essential questions, a posted agenda, a verbally stated plan for the day, calendars, rubric-based writing, syllabi, course outlines, and chapter overviews. Students interviewed in the student leader group and in the ad hoc group indicate that they are usually quite clear about what is being taught in class and what the learning outcomes should reflect.

Most teachers use a variety of strategies to differentiate instruction that include the use of technology. However, there is no clear schoolwide definition of differentiation. Several teachers have indicated that they “differentiate” whole class experiences as opposed to individual or groups of students within a class. One such teacher revealed that while students indicate they learn best in a particular style such as visually, she encourages them to stretch and try to learn in a different learner style.

Even though the school reported in its self-study that students are involved in challenging learning experiences, the visiting committee did notice that the institutional use of worksheets was still in place in some classrooms. The visiting committee believes that as the school’s action plan relative to supporting common core state standards and increasing college and career readiness are further implemented, and teachers use the plan to change some instructional practices, it will enable students to utilize higher order thinking skills and use worksheets significantly less often. The report indicates that Specially Designed Academic Instruction in English is used by all teachers to reach students. This was particularly observed in math classes with the scaffolding of material that allowed students to refer to previously taught concepts to master content. Many teachers use different modalities to increase and encourage engagement and understanding that include the use of online resources. Most teachers have incorporated technology in their classrooms in one form or another. BHS teachers have seen an increase in student engagement as a result of the use of more technology and differentiation. The English and SDC departments utilize Chromebooks and iPads in addition to requiring students to peer edit on Turnitin.com. Turnitin.com is available campus-wide, but it is not used campus-wide. The modeling of good writing using Smartboards and Chromebooks has been observable in several classes.

The incorporation of technology has allowed students who did not previously engage in class discussions or activities an opportunity to participate in class at a high level. The Science department has incorporated a variety of strategies that move away from the conventional strategies of demonstration and lecture-style instruction. The use of more advanced peers to help their struggling counterparts is a great use of resources in several classes. The Science department is also striving to get away from the classic “pen and paper” tests. In the Social Science department, it is indicated that students are trained in the use of technology to find, analyze, and present material and that was observed in government and economics courses. The Career Technical Education (CTE) program is great in that it is a hands-on learning program which allows for multiple learning modalities to succeed. It is duly noted that BHS is one of five secondary schools in the state of California to receive the distinction of Exemplary CTE. What an honor. VAPA utilizes several differentiation instructional strategies. The individualization and diversification of formative and summative assessments definitely contributes to the success of students in the Visual Arts department. However, the department lacks the possession of technology for students such as Chromebooks, which would be beneficial in their efforts to increase rigor and to adhere to Common Core state standards. These Social Studies teachers also use document cameras or scanned material to model effective analysis of documents and text.

Student feedback is a formal or informal process by which teachers evaluate the effectiveness of their instruction. Unit reflections are used by teachers to change or improve strategies. Meaningful reflections at the end of Cornell notes are used to inform students and teachers on their learning. Evaluations also serve a useful and viable tool in getting student input. Informally open discussions are held with students about the effectiveness of various teaching materials and strategies by several teachers. End of the semester or year evaluations also give teachers feedback from students regarding their perceptions on instruction, relevance,

The inclusion of technology, the differentiation of instruction, the use of instruction to challenge students and their learning experiences has allowed BHS to be successful on many levels. A clearly identified critical learning need is the need to focus on the improving literacy and numeracy of all students, particularly relative to subgroup performance which, by several indicators, deserves the attention. The report indicates that the staff is keenly aware of how to present material so that the standards are accessible to all.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Several teachers at BHS attend various professional development opportunities such as AVID Pathways, Common Core, and training offered at the District Office. During the summer teachers attend AVID and AP summer institutes to stay abreast of current and innovative teaching strategies.

BHS has an extensive list of technology being used by teachers and students such as iPads, chromebooks, scientific probe wear, smartboards, Google docs, and Enos. The wide variety available and used is indicative of the school's commitment to differentiate instruction by using technology. This is done in an effort to address the learning styles and needs of each student. The use of a variety of strategies and resources helps students at varying levels of learning to engage in higher order thinking skills and it affords them a greater opportunity for success at high levels. AVID strategies are not only being used in AVID elective courses, but they are being utilized in CP and Honors level courses as well. All AP teachers have attended College Board content-specific training to remain current on AP curriculum and national test changes.

The Science department is actively engaged in conversations and trainings to stay abreast of changes in their respective subjects and they are constantly seeking ways to incorporate more technology. An example of which is STEM Day which is an opportunity for students to interact with local engineers and other science professionals. This is particularly valuable for those students interested in pursuing a career in one of these fields.

Foreign Language teachers use a variety of technological and conventional methods such as whiteboards, think-pair-share, exit slips, and conversation in the language to help students succeed. In Math, one teacher is currently experimenting with a flipped classroom. The Physical Education teachers are encouraged by administration to regularly attend trainings and to be a part of an organization designed to keep them on the cusp of ways to improve instruction. All of this speaks well of Burroughs' commitment to improving and maintaining a high level of instruction.

Beginning Teacher Assessment and Support is a tremendous state-funded program used by schools statewide to assess and support new teachers during their first few years in the classroom in a formal professional development setting. New teachers at BHS take courses through BTSA in an effort to keep them highly qualified.

Several VAPA teachers are extremely well educated and highly effective in their fields. They bring this level of expertise to the students at BHS. The theatre and arts students are exposed to a host of engaging and enriching experiences.

BHS teachers use a variety of ways to facilitate learning. Their goal is to make academic acquisition more accessible to a wider range of students. AVID Socratic Seminars and other instructional strategies like directed discussion, group tests, coaching through email, longer time to complete assessments and assignments as needed, and a variety of presentation methods are used as a means to coach and encourage students. Although it was not visible in many classroom observations by the VC, it was noticed that some students at BHS demonstrate the ability to organize, access, and apply knowledge in several ways. In Career Tech students are given the opportunity to master knowledge in a given area and then, apply it to a directed and specific task. AVID tutorials, research projects, the continual use and recycling of vocabulary and language structures in Foreign Language are a few of the ways that students acquire, apply, and synthesize information. Consistent application of rules and procedures in PE help students know what is expected of them. Routines are important for many students. Solid research skills are taught and used in English classes as are writing skills. ROP allows students to use their skills at their respective level of expertise and in the field in which they are learning the skill. Social Studies teachers use a standards-based focus on common themes that allows students to trace concepts through history. Although noted by teachers, but not seen, Social Studies students participate in role playing and the creation of board games, to name a couple of their activities, These tasks provide evidence of mastery. There was a clear indication that Social Studies students were engaged in rigorous coursework such as analysis of text and the formation of coherent arguments, the research of Supreme Court cases using college-level databases, and the analysis of monetary policy used by the Federal Reserve in economics each which are taught by several teachers that employed different instructional strategies. The use of cross-curricular skills and content is used by the Science department on texts and lab activities.

Students at BHS are exposed to numerous shadowing, apprenticeships and community oriented projects including the Workability program for RSP students, college tours and fairs for Juniors, ROP, and STEM Day. Students that are not in these programs are exposed to and interact with community members via guest speakers in core classes and VAPA onsite workshops and a Drama conference. The Exemplary CTE designation for BHS is apparent in the level of cognition, engagement, and application of very complicated skills demonstrated by students in these programs.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- BHS is a student-centered school
- Increased student and teacher access to and use of many different types of technology
- Actively preparing for widespread implementation of Common Core standards
- Special Education aligns with the general education curriculum and instruction
- AVID strategies are being utilized by teachers in multiple disciplines

Category C: Standards-based Student Learning: Instruction: Areas of Growth/Key Issues

- Consistent collaboration across and within departments where data can be shared to inform instructional strategies and common assessments
- Increase technology access for teachers and students in all core subjects and for RSP teachers to ensure equal access
- Utilize classroom instruction where student engagement is both required and monitored

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

The focus team reported out an assessment process using a variety of data sources and techniques to collect, disaggregate, analyze and report out student performance. Standard techniques of formative and summative assessments such as: quizzes, tests (chapter and final exams), essays, research papers/projects, oral or performance presentations and teacher observation, were indicated as commonly used by individual staff members and departments. Social Studies and English Departments noted use of benchmark assessments. English uses use rubric with holistic scoring and provide written feedback on assignments emphasizing writing skills ad standards mastery. AVID strategies and expectations have been infused throughout the school.

The report noted that with the coming of the Common Core State Standards (CCSS) efforts to align curriculum to the standards is influencing the departments to review curriculum and assessment practices; especially English which is reported to have modified assessment and grading practices with the use of rubrics. Teachers collaborate and share lessons using effective teaching strategies, reflect on student outcomes and on assessments. The primary data analysis products, Illuminate (data collection) and Aeries (grade book), are used to process data and generate reports. Other State data resources such as CAHSEE results, AP testing, CST, CELDT score results are reviewed. Teachers and department use these reports to assist monitoring student progress and achievement and to revise lesson and curriculum pacing to identify areas to be reviewed annually to adjust curriculum.

D2. Assessment and Accountability Criterion-

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Departmental and focus group discussion identify benchmark development as a common task for all departments. Standardization of rubrics and assessments leads to increased communication within and

between departments. Department policies on testing, test integrity, and development of assessments paralleling the Smarter Balance assessments are occurring in core departments.

Visual and performing arts (VAPA) and PE use performance and project based assessments. PE tracks individuals' growth and development, by monitoring and tracking student performance and skill competencies. VAPA uses performance and projects, both individual and group as tools for assessment. Feedback is provided via oral and written feedback using rubric systems articulating expected skills and student mastery. Performance tasks demonstrate student achievement. English and Social Studies use traditional literary analysis, and non-fiction writing task are used in conjunction with Socratic seminar discussions, debates and collaborative assignments. Science includes short and long term laboratory assignments, VAPA have written and project-based assessments. Engineering has projects that integrate academic skills from all core academic areas into project based assignments and assessments.

Support for students who have gaps in learning and those who require re-teaching are in place. The Learning Center offers tutoring and test make-up for students. ALEKS is an online program to assist ELD and non-English speaking students in mathematics.

Communication with and feedback to and from students and parents is facilitated through the use of electronic systems such as Google Docs, Turnitin.com, Edline and the Illuminate Home Portal. Verbal and written feedback is encouraged. Students can voice their concerns and communicate with their teachers as to areas to be re-taught, or which teaching method/activity/material were effective (ineffective). Teachers use the student feedback to gauge the success of lesson, or areas for re-teaching. Students use follow-up self evaluations in English classes to develop action plans to improve their writing.

The gathering of data, use of the variety of assessment instruments and activities, student feedback and departmental and interdepartmental collaboration can and have led to curricular and instructional change. However the report noted that more time is needed to develop more systematic responses to student achievement results based on the data.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

The report identifies the district, Board of Education, staff students and parents as the stakeholder groups for the purposes of the report. Illuminate, Aeries generated reports, assessment and progress monitoring information are available to all stakeholders. PAMs allows access to teachers' grade books for parents and students; this is particularly important component to monitoring progress. Teachers, coaches, counselors and others collaborate for a team approach to work with students. AVID uses weekly progress reports to report out to parents and students progress (or lack thereof) to parents. Staff members take advantage of professional development opportunities such as PLC training, AVID conferences, Common Core Standards training, Cornell notes, Critical Reading training, AP teacher training, study skill and differentiated instruction seminars.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Through the report and focus group discussions the school indicates assessment results are being used to set school wide goals through the WASC action plan and to facilitate student- parent-teacher communication. Resources are becoming available (partially through a DOD grant) to infuse technology into the curriculum; streamline evaluation and assessment; improve communication and improve student accountability.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Category D: Standards-Based Student Learning: Assessment And Accountability Reported Areas Of Strength:

- Increased opportunities to collaborate on assessments.
- Special Education assists in assessment of students in General Education classrooms.
- Illuminate, PAMS and Aeries are in place for all to utilize.
- Need for new curriculum based on assessment data.

Category D: Standards-Based Student Learning: Assessment And Accountability Reported Areas Of Growth:

- Significant and ongoing collaboration needed to fully implement assessments and analysis of data to support student achievement and college/career readiness.
- Need more time during school schedule (altered schedules, common preps) to allow time for colleagues to collaborate.
- Need to evaluate, modify, and/or affirm existing assessment and grading practices to reflect changing instructional methods, curriculum and pathways.
- Need structured response to intervention based on the results of assessment data.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

BHS recognizes the significance of parental involvement in the academic success of the student. Through home and focus group discussions, because of the small town environment, BHS is a center of activity for the community. Many parents and community members are alumni of the school and have long standing ties to the school. These connections facilitate bidirectional communication and participation in the teaching/learning process.

A variety of strategies and devices to support regular involvement of parents and the community were noted. Some of the strategies are: emails, Principal's Coffees, Booster Clubs, Aeries (PAMS), Edline, PTSA, ELAC, Facebook (social media), B Mountain Foundation, SARB, SST, IEP & 504 meetings, Robo calls (automated phone dialer/calls), volunteers, progress reports, translation services, Freshman/new student orientation & registration, EdModo (Link Crew) and the BHS Website. Parents are reported to assist with school projects such as textbook checkout, special projects (Toys for Tots) and other class and ASB activities and athletics.

BHS recognizes the importance of connecting with community resources to support students. Some of the organizations and services include: Naval Weapons Center (NAWC), CTE/ROP advisory councils, Indian Wells Advisory council, Community College Services, Kern Regional Center and H.E.A.R.T.S connections. The report identifies a variety of extra and co-curricular programs offered at BHS that ensure parent and school community awareness of student achievements. Athletic and VAPA reported substantial support by parents. Some of these are CTE/ROP Advisory committee, NAWC support council. Booster clubs for extra and co-curricular groups are active and supportive.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

BHS recognizes existing policies, regulations and resource allocation to ensure a safe (including Internet), clean and orderly environment that nurtures learning. Students, staff and parents report BHS to be a safe, clean and orderly school. The school has a School Resource Officer on campus, and Campus Supervisors to assist the school administration to keep a safe environment. Surveillance cameras are located throughout the campus. The site safety plan is updated yearly. The computer network has filters, firewalls and is CIPA compliant. Focus groups report out that the students have an effective self monitoring system to limit bullying and negative social behaviors (such as fighting, leaving trash, Harassment). Student surveys report that BHS is welcoming, friendly, safe, clean school. The students reported that they are being prepared for college and/or the workplace with their academic needs being met. The students reported that they have a strong understanding of graduation requirements, discipline and attendance policies.

The report states that BHS has high expectations for students and creates an environment conducive to

learning. Some of the ways this is accomplished are: AVID classes, AP & Honors classes, The Learning Center, a-g course offerings, college tours (including Special Ed. students), Honor Roll recognition, counselor open door policy, new student campus tours and library incentives for reading.

The school fosters an atmosphere of respect and professionalism. The TLC, along with before & after school & during lunch, teachers offer opportunities for tutoring and student support. The school sponsors a Link Crew program to support entering freshmen. The Edline offers students an opportunity to email and communicate directly with their teachers. Counselors have open door policies and are ready to talk to students. Burroughs has a variety of clubs and athletic teams for students to participate in.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

BHS has adequate services and referral services to support students in such areas as health, career, personal and academic counseling. Three counselors (350 to 1 student counselor ratio) work with individual and groups of students. Counselors have information and access to community resources. Counselors meet with students for academic, career and personal counseling. Counselors develop four year plans (Pathways) and course selections for individual students, monitor progress toward graduation and student A-G requirements progress; the counselors meet with students each semester to review their "Pathway" and to make adjustments to classes as needed. Counselors meet with parents and teachers regarding students' academic, social and emotional progress are met. Counselors attend UC, CSU, Cerro Coso CC workshops, FAFSA, Cal Grant, Dream Act workshop. The updated information is used to support college bound students. Students report they have good relationships with counselors and state they have easy access for help, direction and support.

A shared psychologist is on campus and access to the Sierra Sands SELPA and Kern Regional Center is available for Special Educations students. Staff reported easy access to and availability of the psychologist. Student Assistance Teams (SAT), IEP and 504 parent/student/teacher meetings are scheduled for those students with special needs. College Community Services (CCS) handles mental health referrals and offer individual and small groups to CCS clients. Indian Wells Valley Family Resource Center provides parent, family support, advocacy, training and assistance. The center collaborates with counselors, teachers and IEP teams. The staff reports that the SELPA has two other psychologists offer social skills, crisis management, ATOD (Alcohol, Tobacco, and Other Drugs intervention) and grief groups to students on campus.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

The report identifies a variety of strategies and services for staff to develop personalized approaches to learning. Some of the strategies used by BHS are: an 8th grade orientation program, the Link Crew program, AVID courses and tutors, Assemblies (all classes), counseling, Edline , PAMS/Aeries.net, report cards and progress reports. To make services are available for all students Burroughs offers: SAT

referrals, counseling, translators, communications in English and Spanish, community service tutors, AVID tutoring, TLC, counselors and PAMS.

BHS identifies the building of the master schedule as the first line to ensure equal access to a challenging, relevant coherent curriculum is accessible to all students. Built upon course requests, the master schedule contains AP and Honors classes, A-G college prep core and elective classes and first period extra classes (credit retrieval classes). Summer school and on-line classes are also available for students needing to make-up failed classes.

A variety of clubs and organizations are available as extra and co-curricular activities. ASB, band and choir, ROP Health Careers & ROP Restaurant Careers (to other Regional Occupational Programs –ROP are available), Drama, Yearbook and News Writing, Robotics and Engineering (Project Lead The Way supported) Classes are available to students. Clubs are also available and a directory is available. Students and staff report knowledge of simple procedures to begin new clubs/organizations; new organizations are added and others end on a yearly basis. Students and staff report the only limits are due to availability of time and interests of the students.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Category E: School Culture And Support For Student Personal And Academic Growth: Areas of Strength:

- The Diversity of student clubs and organizations, Visual and Performing Arts (VAPA) programs.
- The ROP, CTE and college prep programs.
- The strongly supportive community and strong parent involvement through PTSO, booster and as volunteers.
- The Course offerings; varied by student need.
- The PAMS, Aeries and Edline systems provide parent access to student progress.

Category E: School Culture And Support For Student Personal And Academic Growth: Areas of Growth:

- Strengthening and refining the elective program could positively impact student-retention efforts.
- Cross credit: PE credit for courses like marching band, color guard, athletics, and cheerleading.
- Offer online enrichment or remediation course. Explore APEX like system for a-g approved courses.
- Need to find other ways to support and retain students.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

The visiting committee identified the following schoolwide areas of strength:

1. Burroughs High School has a strong academic culture and a record of high academic achievement.
2. Burroughs High School provides a wide variety of engaging curricular choices for students.
3. The Burroughs High School staff provides extensive academic and personal support for students.
4. The Burroughs High School staff is taking a proactive role in preparing for instructional changes related to Common Core and the Next Generation Standards.

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Support Common Core
2. Increase A-G Eligibility
3. Increase College and Career Readiness
4. Retain Student Enrollment at BHS
5. Improve Grading Commonality
6. Increase Volume and Effectiveness of Collaboration

Schoolwide Critical Areas for Follow-Up

In addition, the Visiting Committee has identified three areas that need to be strengthened:

1. The BHS leadership team should continue to involve all stakeholders to build formalized processes to regularly analyze school and community data to examine and refine the academic expectations held for all students.
2. The BHS instructional staff should continue to use, and measure the effectiveness of, innovative instructional practices in order to improve the academic achievement of all students.
3. The BHS instructional staff should continue to develop and implement a practice of regularly using common assessments and student work as a data source for identifying and responding to academic needs and to make curricular and instructional modifications.

Chapter V: Ongoing School Improvement

The BHS Action Plan addresses six specific areas:

1. Support Common Core
2. Increase A-G Eligibility
3. Increase College and Career Readiness
4. Retain Student Enrollment at BHS
5. Improve Grading Commonality
6. Increase Volume and Effectiveness of Collaboration

The Action Plan draws from the BHS Single Plan for Student Achievement and from active participation from the home groups. It addresses the identified critical areas for follow-up identified in the report with an emphasis on preparing for Common Core and the Next Generation Standards. The steps will enhance student learning if followed as outlined. Other than the single plan for student achievement, the Action Plan has integrated other major initiatives such as technology. The action plan may very well drive changes to other plans such as staff development, but this would need to be verified in the future. The action plan is feasible within the existing resources and more than sufficient commitment to the plan exists. The only limiting factor will be time. Out of necessity, schools the size of BHS have individual staff members and other stakeholders take on multiple responsibilities. Active management of human capital will be an important element to adequately follow the ambitious schoolwide action plan. The follow up process is sound and the overlap with the Single Plan for Student Achievement gives an extra layer of monitoring that promotes accomplishing the schoolwide action plan.