

Single Plan for Student Achievement

Burney Junior Senior High School



County-District School (CDS) Code: 45699894531000

Fall River Joint Unified School District

The Single Plan for Student Achievement

School: Burney Junior Senior High School

District: Fall River Joint Unified School District

County-District School (CDS) Code: 45699894531000

Principal: Ray Guerrero

Date of this revision: February 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Ray Guerrero

Position: Principal

Telephone Number: 530-335-4576

Address: 37571 Mountain View Rd. Burney, CA 96013

E-mail Address: rguerrero@frjUSD.org

The District Governing Board approved this revision of the SPSA on: March 8, 2017



Form A: Planned Improvements in Student Performance

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

LEA GOAL: Create an evaluation process of the Common Core State Standards to better prepare students for the California Assessment of Student Performance and Progress Program and achievement of the Schoolwide Learner Outcomes in the Fall River Joint Unified School District.

SCHOOL GOAL 1: Students at Burney Junior Senior High School will participate in an evaluation process throughout the school year to prepare them for the California Assessment of Student Performance and Progress Program and achievement of the Schoolwide Learner Outcomes. Students will use the Smarter Balanced Assessments, *i-Ready* program, and other forms of data as evaluation tools for achievement of the Common Core State Standards and Schoolwide Learner Outcomes.

| | | |
|--|--|--|
| <p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2016 California Assessment of Student Performance and Progress (CAASPP) data from the Smarter Balanced Assessment • Smarter Balanced Interim & Block Assessments • Completion of Senior Project • Graduation Rate • Retention / Promotion Rate • Report Cards • Progress Reports • Eligibility Lists | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Evidence of achievement of the Common Core State Standards and Schoolwide Learner Outcomes is provided by CAASPP data from the Smarter Balanced Assessments, Report Cards, Progress Reports, Graduation Rates, Promotion/Retention Rates, Completion of the Senior Project. | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Annual student achievement monitoring based on 2017 CAASPP results. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • Expenditures were made to purchase the <i>i-Ready</i> diagnostic program and lessons. Goal 1 of the SPSA Budget Tool (Form B) |
|--|--|--|

STRATEGY: During the 2016-2017 school year and beyond, Burney Junior Senior High School will implement a formal evaluation process to demonstrate achievement of the Common Core State Standards and Schoolwide Learner Outcomes through the Smarter Balanced Assessment program. The plan is to administer the Smarter Balanced Interim and Block Assessment program and *i-Ready* program at grades 7, 8, and 11.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|--|--|
| <p>(November 2016)</p> <p>(By June 2017)</p> <p>Teachers will use assessment data to evaluate achievement of the Common Core State Standards in English / Language Arts and Mathematics. Interventions based on the data will take place as a result.</p> | <p>Principal</p> <p>Principal, Vice Principal, Teachers</p> | <p>Purchase of <i>i-Ready</i> diagnostic program and accompanying lessons.</p> <p>Collect and analyze student data from <i>i-Ready</i> diagnostic program and Smarter Balanced Interim and Block Assessments throughout the school year to identify students in grades 7, 8, and 11 for interventions to address specific needs in English / Language Arts and Mathematics.</p> <p>Develop specific criteria for identifying and evaluating academic gaps and needs of students in the areas of English / language Arts and Mathematics.</p> <p>Teachers will collect and analyze student data to make informed decisions on which Common Core State Standards need to be addressed or retaught.</p> | <p>\$6,840</p> <p>Funding Sources: Burney Junior Senior High School Block Grant & Fall River Joint Unified School District Supplemental/ Concentration LCAP</p> |

LEA GOAL: The Fall River Joint Unified School District will adopt an English / Language Arts curriculum that will address the Common Core State Standards and Schoolwide Learner Outcomes.
SCHOOL GOAL 2: By August 2017, Burney Junior Senior High School will adopt an electronic English / Language Arts curriculum at grades 7-12 that will address the Common Core State Standards and that is compatible with the Google Chromebooks.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|--|
| <p>Analysis of implementation of Google Chromebooks at Burney Junior Senior High School during the 2016-2017 school year.</p> | <p>With School-wide implementation of the Google Chromebooks for school use by all students in grades 7-12 during the 2016-2017 school year, Burney Junior Senior High School is ready to adopt an electronic English / Language Arts curriculum to be used by all students.</p> | <p>Evaluate effectiveness of electronic English / Language Arts curriculum as measured by student achievement on the English / Language Arts Smarter Balanced Assessments in grades 7, 8, and 11.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 2 of the SPSA Budget Tool (Form B)</p> <p>The cost to adopt an electronic English / Language Arts curriculum at grade 7-12 will be approximately \$60,000.</p> |

STRATEGY: Beginning with the 2017-2018 school year, Burney Junior Senior High School will adopt an electronic English / Language Arts curriculum for grades 7-12 to be used with Google Chromebooks.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|--|---|--|
| 1. (Beginning in January 2016) Begin researching English / Language Arts curriculum for school-wide adoption. | Principal, Vice Principal, Counselor, Teachers | Identify and select English / Language Arts curriculum that offers an electronic version that is compatible with Google Chromebooks. | \$60,000 Funding Source: Fall River Joint Unified School District Supplemental/Concentration LCAP |
| 2. (by August 2017) Purchase electronic English / Language Arts curriculum for school-wide adoption. | Principal, Vice Principal, Counselor, Teachers | Purchase English / Language Arts curriculum that offers an electronic version that is compatible with Google Chromebooks. | See Above |
| 3. (June 2018) Evaluate effectiveness of electronic English / Language Arts curriculum. | Principal, Vice Principal, Counselor, Teachers | Analyze results of student achievement on the English / Language Arts Smarter Balanced Assessments in grades 7, 8, and 11. | |
| | Principal, Vice Principal, Counselor, Teachers | Develop intervention programs based on Smarter Balanced Interim and Block Assessments as well as from results on the Smarter Balanced Formal Assessments. | |

| | | | |
|---|---|---|--|
| | | | |
| <p>4. (2017–2018 school year & ongoing)</p> <p>Continue to provide Professional Development for teachers and staff for Google Chromebooks and newly adopted curricula through adopted publisher trainings and webinars.</p> | <p>Principal, Vice Principal, Counselor, Teachers</p> | <p>Monitor and evaluate effectiveness of electronic English / Language Arts curriculum.</p> | |

LEA GOAL: Continue to increase communication and parent involvement and attendance at school events for all identified student subgroups in the Fall River Joint Unified School District.

SCHOOL GOAL 3: Burney High School will see an increase of parent involvement and attendance at school events from the 2016-2017 school year to the 2017-2018 school year. Burney High School will also increase e-mail communication to all parents of identified student subgroups during the 2017-2018 school year.

| | | |
|---|---|---|
| <p>What data did you use to form this goal? This was an area of focus identified in the WASC Mid-Cycle report for the 2017 WASC Mid-Cycle visit.</p> | <p>What were the findings from the analysis of this data? Communication between school, student home, and the community was critical to improving student achievement.</p> | <p>How will the school evaluate the progress of this goal? CAASPP results and Report Card data in relation to attendance data gathered from hosted school events; i.e. Graduation, Promotion, Academic Awards Nights, Open House, Report Card Night, Back to School Night, Athletic Event Attendance, Performing Arts Performances, and Grade Level Parent meetings.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 3 of the SPSA Budget Tool (Form B)</p> <p>The cost to purchase the School Messenger All-Call Notification System will be \$5,000.</p> |
|---|---|---|

STRATEGIES: 1) During the 2016-2017 school year, Burney Junior Senior High School teachers will continue documenting all communication with parents/guardians either in person, by phone, notes, or e-mail through Communication Logs. Communication data will be tabulated at the end of each school year. 2) Burney Junior Senior High School will invite parents to visit the school's College to Career Parent Center. 3) Burney Junior Senior High School will increase communication for parents to attend all school events and activities by increasing the use of the School Messenger Notification System.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|--|--|---|
| Beginning in August 2016, Burney Junior Senior High School will use the School Messenger All-Call System to notify parents of all school events. | Principal, Vice Principal, Counselor, Teachers, Office Personnel | <ul style="list-style-type: none"> • Administration and Office Personnel will begin calendaring all school events and documenting on a centralized calendar in the office. • Office personnel will create sign in sheets to be used to record attendance at all school events that parents are invited to attend, such as meetings, Back to School Night, Open House, Report Card Night, and specific Grade Level meetings. • All-Call notifications will go out to parents prior to event. | \$5,000 Funding Source: Fall River Joint Unified School District Supplemental/Concentration LCAP |

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1

| Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ² Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|---|---|---|----------------|--|
| Purchase <i>i-Ready</i> diagnostic program to evaluate achievement of the Common Core State Standards in English / Language Arts and Mathematics to be implemented at grades 7 & 8. | (Start Date) November 2016 (Completion Date) May 2017 & beyond | Curriculum Associates <i>i-Ready</i> diagnostic program | \$3,600 | Burney Junior Senior High School Block Grant |
| Purchase <i>i-Ready</i> lessons to address the Common Core State Standards in English / Language Arts and Mathematics in grades 7 & 8. | (Start Date) February 2017 (Completion Date) May 2017 & beyond | Curriculum Associates <i>i-Ready</i> lessons | \$3,240 | Fall River Joint Unified School District: Supplemental/Concentration LCAP |

School Goal #: 2

| <p>Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p> | <p>Start Date⁴ Completion Date</p> | <p>Proposed Expenditures</p> | <p>Estimated Cost</p> | <p>Funding Source (itemize for each source)</p> |
|--|---|--|-----------------------|---|
| <p>Purchase electronic versions of English / Language Arts curriculum for students in grades 7-12.</p> <p>Professional Development opportunities for teachers who will use the electronic English / Language Arts curriculum throughout the school year.</p> | <p>(Start Date) August 2017</p> <p>(Completion Date) June 2018 & beyond</p> | <p>English / Language Arts electronic textbook adoption for grades 7-12.</p> | <p>\$60,000</p> | <p>Fall River Joint Unified School District: Supplemental/Concentration LCAP</p> |

School Goal #: 3

| Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ⁶ Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|---|--------------------------------------|----------------|--|
| Purchase School Messenger All-Call Phone and E-mail Notification System. | (Start Date) August 2016 (Completion Date) Ongoing | School Messenger Notification System | \$5,000 | Fall River Joint Unified School District: Supplemental/Concentration LCAP |

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs | Allocation | Consolidated in the SWP |
|---|------------|--------------------------|
| <input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | \$ | <input type="checkbox"/> |

| | | | |
|--|---|-------------------|-------------------------------------|
| <input type="checkbox"/> | Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | List and Describe Other State or Local Funds (Unrestricted Lottery) | \$44,264 | <input checked="" type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$44,264 | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ | <input type="checkbox"/> |

| | | | |
|--|--|-----------------|---|
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ | Title III funds may not be consolidated as part of a SWP ⁷ |
| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Other federal funds (Carl Perkins, VEA share w/FRHS) | \$1,000 | |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | \$1,000 | |
| Total amount of state and federal categorical funds allocated to this school | | \$45,264 | |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

⁷ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁸ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Ray Guerrero | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Becky Torgrimson | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| June Pellegrino | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cindy Fruguglietti | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mark Harner | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jennifer Hribar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Amanda Tate | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jenny Arseneau | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Loni Kolek | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kathy Urlie | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Albert Scheckla | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Langston Tate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Elias Urlie | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Numbers of members in each category | 1 | 3 | 3 | 3 | 3 |

⁸ EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on February 24, 2017.

Attested:

Ray Guerrero
Typed name of School Principal

Signature of School Principal Date

Mark Harner
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

