

# Single Plan for Student Achievement

## Fall River Junior Senior High School



County-District School (CDS) Code: 050926

District: Fall River Joint Unified School District

A Resource for the School Site Council

# The Single Plan for Student Achievement

School: Fall River Junior Senior High School

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County-District School (CDS) Code: 050926

Principal: Jeanne Utterback

Date of this revision: February 3, 2016

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:   | Jeanne Utterback                                     |
| Position:         | Principal  |
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The District Governing Board approved this revision of the SPSA on February 10, 2016.



## 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 performance index and adequate yearly progress growth targets. 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: Continue to utilize technology to improve the instructional practices in all curricular areas: Through professional development and with guidance from our technology director, technology will continue to assist in all areas of instruction. This will include professional development training in Google applications.**

**SCHOOL GOAL: # 1 To provide professional development opportunities for teachers, administrators and paraprofessionals in the areas of Technology, Common Core State Standards, Next Generation Science Standards, Strategies for improving instruction for students, Student emotional needs awareness**

|  |  |   |
|--|--|---|
| <p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"><li>• Staff meeting minutes</li><li>• Cabinet meeting minutes</li><li>• LCAP meeting minutes</li><li>• Suspension/Detention data</li><li>• Reach Higher Shasta Data</li></ul> | <p><b>What were the findings from the analysis of this data?</b></p> <p>The findings indicated that we have a great need for training in technology since we are implementing 1 to 1 devices this year; they also indicated that there is a need to further understand some of the strategies that have been successful with students who have suffered trauma in their lives. The findings indicate that we need training on the front end of the NGSS and that we continue to need professional development in CCSS.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>Trainings will be documented and evaluated by staff for number, type, and quality of training.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>LCAP<br/>General Fund<br/>Dave and Betsy Skuce Fund</p> |
|--|--|---|

**STRATEGY: To have all teachers/school personnel as appropriate trained in childhood trauma, common core state standards, next generation science standards, and trained in Google Classroom.**

| Action/Date  | Person(s) Responsible                | Task/Date  | Cost and Funding Source<br>(Itemize for Each Source) |
|--|--------------------------------------|--|--|
| 1. By 1/2016, all staff will be trained in childhood trauma.   | District, Administration, Counselors | Educate staff with the help of SCOE in the Bruce Perry Childhood Trauma Training-9/15 and 1/16 | District Funded                                      |
| 2. By 1/2016, all teachers will be trained in Google Classroom and other Google programs.  | Administration                       | Attend Google Summit Conference-11/15 and 1/16<br>Teacher-Trainer Instruction                  | LCAP Funds   |
| 3. By 10/2015 both science teachers will attend the National Science Teacher Conference. Both teachers will attend SCOE training in Spring 2016. | Administration and Teachers          | Attend Next Generation Science Standards Training<br><br>Attend SCOE Science Consortium        | LCAP Funds   |
| 4. By 6/2016 the life science teacher will attend three STEM trainings.  | Administration and Teachers          | STEM (Science, Technology, Engineering and Math)   | SCOE Grant   |
| 5. By 1/2016 both Ag teachers will attend the CTEA SAE Training Workshop.  | Administration and Teachers          | Attend Trainings/Workshops   | VEA Grant  |
| 6. By 1/2016 the Ag/Shop teacher will attend a MIG welding training.   | Administration and Teachers          | Attend Welding Shop Training   | VEA Grant  |

**LEA GOAL: Continue to explore the possibility of providing “One-On One” technology devices for all district students: By the May board meeting, a review of the initial efforts of “one on one” technology will be shared by site administration.**  
**SCHOOL GOAL: # 2 To transition to 1 to 1 technology.**

|  |   |   |
|--|---|---|
| <p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• We gathered data regarding accessibility of technology for each of our students at home.</li> <li>• We researched the most appropriate device for our needs.</li> <li>• We researched web filters and what type of access we were going to allow students.</li> <li>• We researched a Digital Citizenship curriculum to be delivered to our students.</li> </ul> | <p><b>What were the findings from the analysis of this data?</b></p> <p>We found that most students had access to the Internet at home, however, not all access was wireless.</p> <p>With the help of our District Technology Director, we found the most affordable, durable, and advanced Chromebook to purchase.</p> <p>We found that the web filter issues were going to be complicated and consulted other districts for help with our web filters.</p> <p>We found several programs promote Digital Citizenship but we wanted to find one with parental support built in.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>We will measure success of 1 to 1 device deployment with furnishing 100% of our students with Chromebooks.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Dave and Betsy Skuce Fund</p> |
|--|---|---|

**STRATEGY: By January, 2016 all students at Fall River High School will be issued a Chromebook and teachers will be issued a Surfacebook.**

| Action/Date   | Person(s) Responsible   | Task/Date   | Cost and Funding Source<br>(Itemize for Each Source) |
|---|---|---|--|
| By 10/15 all student technology access questionnaires will be returned  | Office Staff and Administration   | Deliver technology surveys with progress reports and chart results as they are returned 10/15   | \$0<br>Dave and Betsy Skuce Fund                     |
| By 11/15 order 275 student devices and 14 Surfacebooks for teachers   | District Technology Director and Administration, District Technology Director | Deploy Chromebooks and Surfacebooks by 1/16   | \$131,758  |
| By 1/16 a reliable web filter will be in place so that our students can safely search the Internet at school and at home. | District Technology Director  | A reliable web filter will be in place that will work in conjunction with SCOE's web filter by 1/2016.  | \$0  |
| By 1/16 all students will be trained in the Common Sense Digital Citizenship program in their Social Studies classes.     | Teachers, District Technology Director, and Administration                    | Students will complete each unit of Common Sense and information will be distributed to parents regarding accessing the parent support portion of the curriculum. | \$0  |

**LEA GOAL: Develop performance tasks for SBAC practice, including keyboarding, word processing and multi-step performance tasks: Disaggregate our initial CAASPP results and use as the driving factor in instruction.**

**SCHOOL GOAL: # 3 To improve individual Smarter Balanced Assessment Scores**

|  |  |  |
|--|--|--|
| <p><b>What data did you use to form this goal?</b></p> <p>We used SBAC and CST scores from the spring of 2015.</p> | <p><b>What were the findings from the analysis of this data?</b></p> <p>Although we only received individual scores, and therefore could not disaggregate data into subgroups, there were many students who were close to bumping up into the next level of proficiency.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>This goal will be evaluated based on SBAC and CST scores for the spring of 2016 as well as with any interim assessments given.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> |
|--|--|--|

**STRATEGY: The school will implement an evaluation process to demonstrate achievement of the Common Core State Standards and Schoolwide Learner Outcomes through Interim Assessments of the Smarter Balanced Assessment program. The plan is to administer pre and post assessments using the Smarter Balanced Interim Assessment program targeted at grades 7, 8, and 11.**

| Action/Date   | Person(s) Responsible    | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|--------------------------|--|---|
| By 6/2016, ninth and tenth grade students will take the interim assessments at the same time the SBAC and CST tests are administered. | Administration, Teachers | Collect and analyze student data from Interim Assessments to identify students in grades 9 and 10 to help drive instruction. | None  |
| By 6/2016, all 7 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grade students will be assessed using the SBAC and CST        | Administration, Teachers | Collect and analyze student data from Assessments to identify students in grades 7, 8, and 11 to help drive instruction.     | None  |

**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: #4 To regenerate our current scope and sequence for college and career readiness so that we can affiliate with the Reach Higher Shasta program.**

| Actions to be Taken to Reach This Goal <sup>1</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)  | Start Date <sup>2</sup><br><br>Completion Date | Proposed Expenditures    | Estimated Cost | Funding Source (itemize for each source) |
|---|--|--------------------------|----------------|--|
| Administration and Counselor will work with SCOE through the Gates Foundation Planning Grant to create a <u>systematic</u> approach to supporting students. We want to ensure that every student has the opportunity to take a rigorous course of study so that they leave Fall River High School with every option available for their future. | 1/2016-ongoing                                 | Professional Development | Unknown        | Gates Foundation Planning Grant          |

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.



## 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 checked="" type="checkbox"/> List and Describe Other State or Local Funds (Unrestricted Lottery) | \$ 49,440  | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school  | \$ 49,440  |                          |
| Federal Programs  | Allocation | Consolidated in the SWP  |
| <input checked="" type="checkbox"/> Other federal funds (Carl Perkins/ VEA/Ag Incentive)                | \$22,837   | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school                                      | \$22,837   |                          |
| Total amount of state and federal categorical funds allocated to this school                            | \$72,277   |                          |

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

## 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.<sup>3</sup> 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        |
|-------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Kenneth Howes                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | X                        |
| Mariah Maier                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | X                        |
| Jeff Cook                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                          | <input type="checkbox"/> |
| Carol Dombroski                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                          | <input type="checkbox"/> |
| Laura Lakey                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                          | <input type="checkbox"/> |
| Debbie Mayer                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                          | <input type="checkbox"/> |
| Laurel Cordova                      | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Janelle Howes                       | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Tamara Lopez                        | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Eric Zimmerman                      | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Geri Handa                          | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/>   | <input type="checkbox"/> |
| Jeanne Utterback                    | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Numbers of members in each category | 1                        | 4                        | 1                        | 4                          | 2                        |

<sup>3</sup> 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 \_\_\_\_\_
  - English Learner Advisory Committee \_\_\_\_\_
  - Special Education Advisory Committee \_\_\_\_\_
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_
  - Compensatory Education Advisory Committee \_\_\_\_\_
  - Departmental Advisory Committee (secondary) \_\_\_\_\_
  - Other committees established by the school or district (list) \_\_\_\_\_
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: **January 27, 2016.**

Attested:

**Jeanne Utterback**  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal      Date

**Eric Zimmerman**  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson      Date