

Single Plan for Student Achievement

Burney Junior Senior High School



County-District School (CDS) Code: 45699894531000

Fall River Joint Unified School District

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County-District School (CDS) Code: 45699894531000

Principal: Ray Guerrero

Date of this revision: February 1, 2018

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
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The District Governing Board approved this revision of the SPSA on: March 14, 2018



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

SCHOOL GOAL 1: Students at Burney Junior Senior High School will receive quality instruction from Highly Qualified Teachers. Teachers and administrators will receive professional development opportunities in the areas of Student Equity, Technology, Restorative Justice, Common Core State Standards, California Assessment of Student Performance and Progress (CAASPP), Next Generation Science Standards (NGSS), Adoption of new Social Studies Curriculum, and strategies for improving instruction. Only Highly Qualified applicants will be considered for certificated teaching positions at Burney Junior Senior High School.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Master Schedule • Faculty Meeting Minutes • Faculty Meeting Feedback • District Cabinet Meeting Minutes • Site Council Input • LCAP Meeting Minutes • Discipline Data • Reach Higher Shasta Data • CDE Dashboard Data • CAASPP Results • ACT / SAT Test Results 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Credential Data & Renewal needs to be accurate • Advances in Technology • Google Implementation • Next Generation Science Standards rollout • New Social Studies Curriculum • Shasta County Office of Education collaboration 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Professional development trainings will be documented and evaluated by staff for quality and effectiveness of the trainings. <p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 1 of the SPSA Budget Tool (Form B), and under Federal Programs, Other Federal Programs (CTE).</p>
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STRATEGY: During the 2017-2018 school year and beyond, Burney Junior Senior High School will hire and retain Highly Qualified teachers and provide appropriate trainings in the Common Core State Standards, Career & Technical Education (CTE), Equity in Education, the Capturing Kids Hearts Program, Next Generation Science Standards (NGSS), Social Studies Curriculum, Google Classroom, and other trainings, workshops, and conferences offered to improve instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By August 2017, Burney High School Agriculture teacher will attend a Career & Technical Education/Agriculture conference.	Principal, Teachers	Agriculture teacher attended the Curriculum for Agriculture Educators Conference, June 2017.	\$3,000 CTE Funds
2. By September, 2017, Burney High School Business Education teacher will attend the SkillsUSA conference.	Teacher	Business Education teacher attended the SkillsUSA conference, September 2017	\$400 CTE Funds
3. By September 2017, all staff will have the opportunity to receive the Capturing Kids Hearts training.	District Administration, Site Administration, Teachers, Staff	The Fall River Joint Unified School District conducted a two-day Capturing Kids Hearts training to all employees, August 2017	\$52,000 Fall River Joint Unified School District Educator Effectiveness Funds
4. By December 2017, the majority of teachers will be trained on Google Classroom & Applications	IT Director, Principal, Teachers	Teachers will attend Google Summits throughout the school year at various locations in Northern California and share ideas and strategies for implementing the Google Classroom and applications, August 2016 – December 2017	\$5,900 Fall River Joint Unified School District Educator Effectiveness Funds

<p>5. By June 2018, the Social Studies department chairperson will attend the Shasta County Office of Education (SCOE) Social Studies Curriculum Adoption Series.</p>	<p>Principal, Teacher</p>	<p>The Burney Junior Senior High School Social Studies department chairperson will attend a three-part Social Studies Curriculum Adoption Series at SCOE, February – April 2018</p>	<p>\$400 Fall River Joint Unified School District Educator Effectiveness Funds, Block Grant</p>
<p>6. By June 2018, all Science teachers will receive training on the Next Generation Science Standards (NGSS).</p>	<p>Principal, Teachers</p>	<p>Burney Junior Senior High School Science teachers will attend a two-day workshop on the NGSS Statewide rollout, May 2018</p>	<p>\$500 Fall River Joint Unified School District Educator Effectiveness Funds, LCAP Funds</p>

LEA GOAL: All students will graduate from Burney High School better prepared for Post-Secondary Opportunities.

SCHOOL GOAL 2: By June 2018, Burney High School will better prepare graduates to enter Colleges and Universities, Career & Technical Schools, Branches of the Military, and the work force by offering more A-G and CTE Courses.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Master Schedule • Current A-G & CTE course offerings • Faculty Meeting Agendas and Minutes • CAASPP Data • ACT & SAT Test Data • PSAT Test Data • ASVAB Results • Grades & Transcripts • College Application Data • College Admission Data • FAFSA Completion • Loss of College Options Services • Counseling monthly meeting logs • Counseling Curriculum • Counseling Services & Parent Meeting Schedule by grade level • Agriculture & Business courses needing Community Advisory Committees in order to receive CTE funding & meet CTE course criteria • Agriculture and Business courses needing Community Service Organizations (CSO's) component in order to receive CTE funding & meet CTE course criteria 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Counselor and administration will participate in the Shasta County Counseling Initiative • Increase A-G & Career & Technical Education (CTE) classes • Collaborate with U.S. Forest Service to offer evening Fire Training Classes • Implement Community Advisory Committees for CTE Programs • Implement CSO's for CTE Programs • Increase communication and dialogue regarding post-secondary opportunities between counselor and students • Integrate counseling lessons in the regular education classrooms • Obtain the services of Gear Up counselor two-days a week • Publicize and encourage SAT and ACT testing for high school students by placing posters around campus • Administer PSAT to all 8th grade students 	<p>How will the school evaluate the progress of this goal?</p> <p>Evaluate effectiveness of preparedness for Post-Secondary Opportunities based on college admission data, remediation data from colleges, Post-Secondary graduation rate, FAFSA Completion, Percentage of students who apply and are admitted to colleges and universities.</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>
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STRATEGY: Beginning with the 2017-2018 school year, Burney Junior Senior High School will better prepare graduates for Post-Secondary Opportunities by increasing counseling services to all students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Administration and Counselor will participate in the Shasta County Counseling Initiative trainings throughout the school year. / Beginning August 2017	Superintendent, Principal, Vice Principal, Counselor	The Counselor, Principal, Vice Principal, and Superintendent will attend a series of Counseling trainings offered throughout the school year. August 2017 – June 2018.	\$2,500 Shasta County Counseling Initiative Grant, Block Grant
2. Counselor will begin implementing Counseling Curriculum to students in grades 7-12. / Beginning March 2018	Counselor, Teachers	Counselor will schedule with the classroom teacher, times to present Counseling Curriculum to students. Beginning January 2018.	None
3. Burney High School will receive services from a GEAR UP counselor. / Beginning in January 2018	Superintendent	Burney High School received a GEAR UP grant and will provide services from a GEAR UP counselor to the 7 th grade cohort two days a week. January 2018.	"In Kind"
4. Assess changes to the Master Schedule to determine an increase in A-G and CTE course offerings. / June 2018	Principal, Vice Principal, Teachers	Offer courses that meet A-G requirements and remove courses that do not meet A-G requirements. Increase CTE completer and capstone classes. Construct the Master Schedule to allow students to complete A-G requirements and CTE courses.	None

<p>5. Counselor will document all meetings with students and/or parents on a weekly basis. August 2017 – June 2018</p>	<p>Counselor</p>	<p>Counselor will document and analyze all meetings to determine an increase in counseling services from year to year. / June 2018</p>	<p>None</p>
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LEA GOAL: Burney High School will increase positive recognition to all students.

SCHOOL GOAL 3: Burney Junior Senior High School will increase recognition to all students in the areas of Academic Achievement, CAASPP Test Performance and Improvement, Attendance, and Citizenship during the 2017-2018 school year.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none">• Faculty meeting discussions and input from staff.• Analysis of the number of Reward Programs currently offered at Burney Junior Senior High School.	<p>What were the findings from the analysis of this data?</p> <p>There needs to be an increase in positive recognition programs at Burney Junior Senior High School, especially at the high school level.</p> <p>Burney High School will implement more than one Academic Awards Assembly to take place in the middle of the school year.</p> <p>Burney High School will implement a positive incentive program for students in grades 9-12.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Evaluation of newly implemented Reward Programs at year's end. Evaluate effectiveness of newly implemented Reward Programs.</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>Academic Assembly expenses approximately \$1,000.00.</p> <p>High School Raider Cards expenses approximately \$500.00.</p>
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STRATEGIES: 1) During the 2017-2018 school year, Burney Junior Senior High School will increase the number of positive recognition programs for all students by increasing the number of recognition assemblies and incentive programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Burney Junior Senior High School will host a Mid-Year Academic Assembly to recognize students for Academic Excellence, Standardized Test Performance & Improvement, Attendance, and Citizenship. February 2018</p>	<p>Principal, Vice Principal, Teachers, Staff</p>	<p>The teachers, support staff, and administration will plan and host a Mid-Year Academic Assembly to be held during the school day to recognize students in the following areas: Academic Excellence, Performance and Improvement on the CAASPP Tests, Perfect Attendance, No Tardies, and Outstanding Citizenship.</p>	<p>\$1,000 Block Grant, Donations</p>
<p>2. Burney High School will implement a Rewards Program for high school students. By June 2018</p>	<p>Principal, Vice Principal, Teachers, Staff</p>	<p>Burney Junior Senior High School will implement a high school Raider Card Reward Program and other positive incentive programs for students in grades 9-12.</p>	<p>\$500 Block Grant, Donations, Booster Club</p>

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)
Agriculture teacher will attend professional development trainings at the Curriculum for Ag. Science teachers in June 2017.	June 2017	Registration, Materials, Travel Expenses, Incidentals, Curriculum, Certification	\$3,000	CTE Funds
All Burney Junior Senior High School teachers and staff will attend the two-day Capturing Kids Hearts trainings in August 2017.	Aug. 2017	Presenters, Travel Expenses, Materials	\$52,000	Educator Effectiveness Funds
Burney Junior Senior High School Business teacher attended SkillsUSA Conference in September 2017.	Sept. 2017	Registration, Materials, Travel Expenses	\$400	CTE Funds
12 Burney Junior Senior High School teachers will have attended the Google Summit trainings throughout Northern California by December 2017.	Oct. 2016 Dec. 2017	Registration, Travel Expenses, Substitute Costs(if necessary)	\$5,900	Educator Effectiveness Funds
High School Social Studies teacher will attend a three-part Social Studies adoption series beginning in February 2018.	Feb. 2018 May 2018	Registration, Materials, Travel Expenses, Substitute Costs(if necessary)	\$400	Educator Effectiveness Funds, Block Grant
High School Science teacher will attend a two-day NGSS Statewide Curriculum Rollout training. May 2018	May 2018	Registration, Materials, Travel Expenses, Substitute Costs(if necessary)	\$500	Educator Effectiveness Funds, LCAP Funds

School Goal #: 2

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (Itemize for each source)
Burney Junior Senior High School counselor will participate in the Shasta County Counseling Initiative and attend all trainings and workshops.	Aug. 2016 June 2019	Registrations, Trainings, Materials, Travel Expenses	\$2,500	Counseling Initiative Grant, Block Grant

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)
Burney Junior Senior High School will implement a Mid-Year Academic Assembly to recognize students for Academic Excellence, CAASPP Performance & Improvement, Attendance, and Citizenship.	Feb. 2018	Trophies, Medals, Certificates, Rewards, Invitations, Postage, Decorations, Refreshments	\$1,000	Block Grant, Donations
Burney Junior Senior High School will implement a high school Raider Card Reward Program for students in grades 9-12.	Feb. 2018 June 2018	Reward & Gift Cards, Incentives	\$500	Block Grant, Donations, Booster Club

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)	\$39,280	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$39,280	
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 IV, Part A Local Education Agency (LEA) Allocations Purpose: Charges by the district may include indirect costs and any repayment of funds. Used to pay percentage of counselor salary.	\$	
<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 (CTE)	\$11,700	
<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		\$11,700	
Total amount of state and federal categorical funds allocated to this school		\$50,980	

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 (Chairperson)	<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"/>
Jeannine Ferguson	<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"/>
Blaine Marks	<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 16, 2018.

Attested:

Ray Guerrero
Typed name of School Principal


Signature of School Principal

2/16/18
Date

Mark Harner
Typed name of SSC Chairperson


Signature of SSC Chairperson

2/16/18
Date