

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: January 24, 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:

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Position:	Principal
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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 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: All students will be taught by Highly Qualified Teachers

SCHOOL GOAL: # 1 To mutually approve and provide professional development opportunities for teachers, administrators and paraprofessionals in the areas of Technology, Equity in the classroom, California State Standards, Next Generation Science Standards, Adoption of new Social Studies Curriculum, Strategies for improving instruction for students, Student emotional needs awareness, and Restorative Justice

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none">• Staff Meeting Minutes• Cabinet Meeting Minutes• LCAP Meeting Minutes• Suspension/Detention Data• Reach Higher Shasta Data• State Testing Results• ACT/SAT Testing Results	<p>What were the findings from the analysis of this data?</p> <p>The findings indicated that due to the ever changing nature of technology, we need to stay on the front end by attending the most current professional development opportunities. We need to continue to work with SCOE to assure we are in line with the decisions made at the county level regarding NGSS and Social Studies. While our SBAC test scores are higher than County and State averages, our SAT/ACT scores are below average.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Trainings will be documented and evaluated by staff for number, type, and quality of training.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>LCAP General Fund Educator Effectiveness Funds</p>
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STRATEGY: To have all teachers/school personnel as appropriate trained in equity training, Capturing Kids Hearts, California State Standards, Next Generation Science Standards, Social Studies Curriculum, AP Curriculum Workshops, and staying current in Google Classroom strategies and tools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By 1/2018, all staff will be trained Capturing Kids' Hearts.	District, Administration, Counselors	Educate staff with beginning of the year training in relationship building with students.	District Funded
2. By 2/2018, the majority of teachers will be using Google Classroom	Administration	Shared instruction at staff meetings/Ongoing	Educator Effectiveness
3. By 6/2018 both social science teachers will attend the SCOE Social Science curriculum meetings.	Administration and Teachers	Attend SCOE Social Science Consortium	SCOE CoOp
4. By 6/2018 the life science teacher will attend NSTA training.	Administration and Teachers	Attend NSTA Conference to gain information on NGSS curriculum	Educator Effectiveness
5. By 2/2018 both Ag teachers will attend the CTEA SAE Training Workshop.	Administration and Teachers	Attend Trainings/Workshops	CTE Grant

LEA GOAL: All students will graduate from high school and be prepared to enter college without remediation.

SCHOOL GOAL:

2 To increase offerings in Advanced Placement offerings and increase student enrollment in these classes. To provide opportunities for Honors classes.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • School Site Council meetings. • A-G Qualified % of Students. • Staff Meetings-Teacher Input • We looked at the programs of other regional schools. • We researched the applicable AP workshops for interested and qualified teachers. • We researched Honors classes and which classes could offer honors at our site. 	<p>What were the findings from the analysis of this data?</p> <p>We have implemented AP teacher led classes in English and Social Science and are now exploring Science opportunities.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will measure success of this goal by the number of AP classes offered as well as the number of teachers trained. We will also measure this goal by student success in these classes and by how many students pass the AP exam.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Teacher Effectiveness Funds</p>
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STRATEGY: To offer as many Honors and AP classes as practically possible.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By 9/2018 Any teacher wishing to teach an AP level course will attend an AP workshop.	Admin/Teacher	Research workshop dates/location and inform teachers.	Teacher Effectiveness Funds
2. Educate students and parents about the benefits of AP courses to encourage qualified students to enroll.	Admin/Teacher/ Counselor	Student/Parent Information nights, individual and group Counselor led meetings.	None
3. Encourage all qualified students to take AP	Admin/Teacher/	Meet with students individually to make a plan for testing.	LCAP/General Fund

exams	Counselor		
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LEA GOAL: All students will progress toward proficiency in Reading/language Arts and Mathematics as measured by the SBAC Test.
SCHOOL GOAL: # 3 To improve individual SBAC Scores with high comparable performance for all students including identifiable groups of learners and reduce the achievement and performance gaps.

<p>What data did you use to form this goal?</p> <p>We used SBAC scores from the spring of 2016 and 2017.</p>	<p>What were the findings from the analysis of this data?</p> <p>Although our total scores were above the State and County averages, we did note that our low socioeconomic subgroup scored lower than the rest of our students.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>This goal will be evaluated based on SBAC scores for the spring of 2018.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>None</p>
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STRATEGY: Students at FRHS will understand their past standardized tests scores and the importance of giving their best effort.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By 4/2018, all students will have reviewed their previous year's scores.	Administration, Teachers, Counselor	<p>Assigned junior high teachers will review scores with students and students will set improvement goals for themselves.</p> <p>Junior teachers will inform students of the importance of their performance on the SBAC/EAP tests and set goals for individual performance.</p>	None
By 9/2018, we will hold an incentive assembly to recognize student improvement.	Administration, Teachers, Student Council	Compare scores from previous years to determine improvement.	Student Funds and Boosters

LEA GOAL: All students will graduate from high school and be prepared to enter college without remediation

SCHOOL GOAL: # 4 To increase the percentage of A-G qualified students and CTE completers upon graduation.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CDE Dashboard • Comparisons to County and State averages. 	<p>What were the findings from the analysis of this data?</p> <p>We found that we are lower than County and State averages on A-G qualified students and above the County and State averages for CTE Completion</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will compare the percentages of State identified A-G qualifiers and CTE completers.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>CTEIG</p>
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STRATEGY: To identify obstacles that prevent students from attaining A-G completion and assure that students take the appropriate courses to assure CTE completion.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By 6/2018, the counselor will do transcript audits	Counselor, Admin	The counselor will do transcript audits to find where student are deficit in meeting the A-G requirements.	None
2. By 6/2018 Assess changes to master schedule to determine increases in A-G courses and completion.	Admin	Construct the Master Schedule to allow students to complete A-G requirements as well as become CTE Completers.	None
3. By 6/2018, explore creating additional CTE pathway	Admin/Teachers	Explore different classes that would give more options for a capstone class.	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 increase the percentage of A-G qualified students and CTE completers upon graduation.

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)
Administration and Counselor will work with SCOE and Reach Higher Shasta to stay current on the ever changing testing requirements for college entrance and to develop strategies to track student progress.	1/2018-ongoing	Professional Development National Clearinghouse	Unknown	Career and College Readiness Grant (CCR)

¹ 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.

² 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)	\$ 43,825	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$ 43,825	
Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Other federal funds (Carl Perkins/ VEA/Ag Incentive)	\$22,218	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$22,218	
Total amount of state and federal categorical funds allocated to this school	\$66,043	

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.³ 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
Kristen Maier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Robee Knoch	<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"/>
Rick Neugebauer	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy White	<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

³ 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 Diane Main
- Special Education Advisory Committee Believe Ingrison
- 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 24, 2018.**

Attested:

Jeanne Utterback
Typed name of School Principal

Jeanne Utterback
Signature of School Principal

1/24/18
Date

Eric Zimmerman
Typed name of SSC Chairperson

Eric Zimmerman
Signature of SSC Chairperson

1/24/18
Date

Fall River High School 2017-2018 Safety Plan

VISION

The vision of Fall River Junior Senior High School is to continue being a school committed to providing a challenging and inclusive education through which our students will be prepared, self-assured, and inspired to pursue their dreams.

MISSION

Our mission is for stakeholders to collaborate in a challenging educational program that will inspire critical thinking, creativity, citizenship, and communication to prepare all students for any post-secondary college or career choice.

The Action Plan

To provide a safe learning environment so that students and staff can implement our vision and mission. The action plan includes goal, objectives, and activities.

Goal(s) – define broad focus that will help to achieve the mission

<p>Component #1</p> <ul style="list-style-type: none"> Develop a proactive approach to maintain a safe school environment Increase sensitivity on the part of our students and staff to newcomers and those members of our school community with special needs Continue to train and supervise the student peer counselors and mentors through peer mentoring program 	<p>Component #2</p> <ul style="list-style-type: none"> Increase student buy-in to foster school pride through a proactive approach Increase communication for safety to staff and students In-service staff implementation of crisis response plan and follow up activities involving practice crisis plan Model behavior you want from students
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Objectives – are measurable strategies show what will happen to accomplish the goal

<ul style="list-style-type: none"> “Open door approach” Communicate to staff and students to create awareness and explain safety procedure awareness 	<ul style="list-style-type: none"> We receive alerts through our Shascom connection regarding school safety Administrators have cell phone contact at all times 	<ul style="list-style-type: none"> All staff members will participate in staff meetings Offer educational opportunities to explore diversity as well as foster positive relationships 	<ul style="list-style-type: none"> Administration and many staff members attend all student activities to promote and model appropriate behavior
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Activities – specific about who, what, and where (to do list)

<ul style="list-style-type: none"> Administration and law enforcement coordinate and review our safety procedures Administration and law enforcement debrief after safety drills The school provides an AED on site for all regular and extracurricular activities District promotes In-service training including Social Emotional Learning 	<ul style="list-style-type: none"> Administration reviews safety procedures with staff Safety drills (fire, evacuate, and lockdown) are practiced on a regular basis (fire bi-annually and evacuation and lockdown annually) We practice earthquake drill annually with the “Great American Shakeout” school wide 	<ul style="list-style-type: none"> All Advisors work with their advisees to stress the importance of school and community pride and partnership Continue to have recognition assemblies twice a year Staff and students are trained in first aid and CPR to ensure a safer environment 	<ul style="list-style-type: none"> Ag classes partner with other classes as well as senior projects for campus beautification efforts Ag Leadership is in charge of the school wide recycling program We share information with staff to work together to insure student wellbeing including all subgroups: SWD, SED, ELL, and NA.
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