

The Single Plan for Student Achievement

SCHOOL: FALL RIVER JUNIOR-SENIOR HIGH SCHOOL

County-District School (CDS) Code 45 69989 4533600

Principal: Jeanne Utterback

Date of this revision: November 20, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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
Telephone Number:	(530) 336-5515
Address:	Post Office Box 340 44215 Walnut Street McArthur California 96056
E-mail Address:	jutterback@frjUSD.org

Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on February 11, 2015.

FORM A

LEA GOAL: Professional Development/Technology

SCHOOL GOAL: By the fall of 2015, Fall River Junior Senior High School will provide professional development opportunities for staff to continue to transition to the common core curriculum and smarter balanced assessment for curriculum development, teaching strategies, and technology implementation.

<p>What data did you use to form this goal?</p> <p>While there has been no data reported from standardized testing, through staff discussion, we have determined the need for additional training in the use of CCSS/SBAC, teaching strategies, and implementation of appropriate technology.</p>	<p>What were the findings from the analysis of this data?</p> <p>Teachers are implementing Common Core curriculum but would like more training in the technology available to deliver it.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will record the number of opportunities that teachers have for training. Teachers will report opportunities for individual trainings to the administration and the administration will record opportunities provided by the district.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY: We want all of our teachers to be fully trained and feel confident to implement the Common Core Curriculum so that our students are prepared for college and career choices after high school.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2014/Ongoing	Personnel of FRJUSD	Determine needs and provide professional development. August 2014/Ongoing	Unknown Cost District Funds/Grants

FORM A

LEA GOAL: College and Career Awareness

SCHOOL GOAL: Increasing college and career preparedness for all students

<p>What data did you use to form this goal?</p> <p>We used data gathered over the last three years for which students are A-G qualified in their senior year. We also used data that we gathered about where students are up to 5 years after graduation.</p>	<p>What were the findings from the analysis of this data?</p> <p>We found that since increasing the rigor of our academic requirements and encouraging students to take a more academic course load their junior and senior years, the number of A-G qualified students has increased.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will continue to track the number of students who are A-G qualified upon graduation. We will also continue to track our graduates after graduation for 5 years. Our goal is to have 100% of our seniors develop a plan for college or career after graduation.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY: Each student will have an individual academic plan and meet with the academic counselor at least once per year to update the plan.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. Continue to gather data. August 2014/Ongoing	1.FRHS Administrators/Counselor/College Options Advisor	1. Gather data-. August 2014/Ongoing	1. No cost

FORM A

LEA GOAL: Technology

SCHOOL GOAL: Develop technology proficiency criteria for our students.

<p>What data did you use to form this goal?</p> <p>Class schedule and teacher interviews.</p>	<p>What were the findings from the analysis of this data?</p> <p>We found that some of our students were not proficient by the end of high school in some basic technology skills.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will develop technology proficiency criteria that students should be able to accomplish by the time they graduate.</p>
------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY: Determine what basic computer/technology skills are necessary to become safe and effective users of modern technology.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1.January 2015-June 2015	1.Administration and FRHS Staff	1. Determine proficiency requirements.	1.Unknown District

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 provide additional programs for students who require extra support in order to benefit from their educational plan.

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)
1. To provide study labs with qualified educators to students who require extra support. 2. To provide after school programs four days/week for a total of five hours to provide additional support for students in their core classes. 3. To provide a full time academic counselor.	1. 8/2014-ongoing 2. 8/2014-ongoing 3. 8/2014-ongoing	A. Two periods of an ELL teacher B. Funding for Indian Education paraprofessional C. Funding for one part time paraprofessional who services the ELL students. 2. Five- hours of extra duty assignment per week. 3. A full time academic counselor.	A. \$20,000 B. \$34,000 C. \$17,000 2. \$31.00 per hour 3. \$67,832.29	A. District B. District/RISE C. District 2. District 3. District

¹ See Appendix A: Chart of Requirements 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 categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program 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), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$0
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$0
<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	\$0
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$0

<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety		\$0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students		\$0
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])		\$0
Total amount of state categorical funds allocated to this school		\$0
Federal Programs		Allocation
Title I, Part A: Allocation		
<input type="checkbox"/> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$0
<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"/> 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)	\$	
Title II, Part A: Improving Teacher Quality		
<input type="checkbox"/> Purpose: Improve and increase the number of highly qualified teachers and principals		\$0

<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	\$0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0
<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	\$0
<input type="checkbox"/>	Other federal funds (list and describe)	\$0
<input type="checkbox"/>	Other federal funds (list and describe)	\$0
<input type="checkbox"/>	Other federal funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$0
Total amount of state and federal categorical funds allocated to this school		\$0

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	Community	Secondary Student
Jeanne Utterback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tamara Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Zimmerman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laurel Cordova	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carol Dombroski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Lakey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Debbie Mayer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sara Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mariah Maier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jody Morgan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	2 <input type="checkbox"/>

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 -**Greg Hawkins**
 - English Learner Advisory Committee -**Laurel Cordova**
 - Special Education Advisory Committee -**Rebecca Torgrimson**
 - Gifted and Talented Education Advisory Committee-N/A
 - District/School Liaison Team for schools in PI -**Marcy Schmidt**
 - Compensatory Education Advisory Committee-N/A
 - Departmental Advisory Committee-N/A
 - Other committees established by district(LCAP) -**Greg Hawkins**
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: November 20, 2014

Attested:

<u>Jeanne Utterback</u>		
Typed name of School Principal	Signature of School Principal	Date
<u>Eric Zimmerman</u>		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date