

The Single Plan for Student Achievement

SCHOOL: Burney Jr. Sr. High School

County-District School (CDS) Code 4 5 6 9 9 8 9 4 5 3 1 0 0 0

Principal: Ray Guerrero

Date of this revision: January 21, 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: Ray Guerrero

Position: Principal

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Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on February 12, 2014.

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:

School Goal #A1 – Implement Schoolwide Learner Outcomes and increase course offerings and staffing to improve college and career opportunities for all students.	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Documentation issued by the Western Association of Schools and Colleges (WASC) and California Department of Education (CDE), recommending revising Expected Schoolwide Learner Outcomes to Schoolwide Learner Outcomes for the 2013-2014 WASC visitation and self-study. This was an area of focus identified during 2013-2014 WASC self-study process and focus group meetings.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? The Schoolwide Learner Outcomes satisfy all requirements necessary for post-secondary opportunities. The Schoolwide Learner Outcomes were developed by the Burney Jr. Sr. High School teachers, staff, parents, and students. The Schoolwide Learner Outcomes were approved by the FRJUSD board of trustees. The Schoolwide Learner Outcomes are consistent with board goals and district policy.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>There is a need to develop new Schoolwide Learner Outcomes that address the Common Core State Standards, assessment of student achievement, use of technology, and 21st Century post-secondary opportunities such as preparation for college, vocational, and career readiness. There is also a need to implement more elective, support, and core classes and teachers that will increase achievement of the Schoolwide Learner Outcomes and better prepare students for post-secondary college and career opportunities.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administration, Faculty, Students, Instructional Staff, Office Staff, Community Members, Board Members, and Parents.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All students in grades 7 through 12. Culmination for all students graduating from Burney High School is the Senior Project which is a graduation requirement. Areas of focus within the Senior Project will address the Schoolwide Learner Outcomes.</p>	<p>What data will be collected to measure student achievement?</p> <p>Completion data for senior projects, graduation rates, university and college enrollment data, vocational program placement after graduation, and military enlistment data.</p> <p>Student course requests, master schedule, course offerings.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>The Senior Project, graduation rate, report cards, honor roll, and post-secondary education enrollment data, and vocational / career data will allow BHS to monitor and evaluate progress towards the full implementation of the Schoolwide</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Burney Jr. Sr. High School is currently not in Program Improvement.</p>

<p>Learner Outcomes.</p> <p>Analysis of the master schedule, course offerings, with the addition of more elective classes, support classes, and core classes.</p> <p>Offer more courses, hire additional teachers as needed and hire a guidance counselor for Burney Jr. Sr. High School.</p>			
<p>Strategies/Actions to Implement this Goal</p> <p>Staff to introduce Schoolwide Learner Outcomes in grades 7-12 tutorial and regular education classes.</p>	<p>Start/Completion Date/Personnel</p> <p>Begin November 2013 & on going</p> <p>All staff</p>	<p>Each Funding Source/Amount</p> <p>Title II Funds – Part D Technology \$946.88 (District wide)</p>	<p>Process for Evaluation of Implementation</p> <p>Staff surveys, student surveys, teacher feedback, completion of senior project, and post-secondary data.</p>

School Goal #A2 – Full implementation of the Common Core State Standards to improve student achievement in all Academic, Arts, and Career & Technical Education Classes	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Response to WASC visiting committee 2011 recommendation that this was a critical area of follow-up and evaluation for areas of improvement. Implementation of the Common Core State Standards. The Common Core movement began at Burney High School during the 2012-2013 school year. This was an area of focus identified during 2013-2014 WASC self-study process and focus group meetings.</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>District expects all students and all schools to demonstrate improvement and growth based on Common Core State Standard Benchmark Exams, performance tasks, and Smarter Balanced Assessments when implemented.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Students not performing at proficient levels (Earning D or F grades) in academic, arts, and career and technical education classes.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administration, teachers, staff, parents, community members, and students.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>Students who are earning D and F grades in academic, arts, and career and technical education classes, students who have not passed the California High School Exit Exam (CAHSEE), students who have scored below basic or far below basic in English Language Arts, Mathematics, Science, and Social Studies on the 2013 STAR Test. The expected growth is 3% annual improvement in reduction of D and F grades for students deficient in these areas.</p>	<p>What data will be collected to measure student achievement?</p> <p>Benchmark Test results, Progress Reports, Report Cards, STAR data, and CAHSEE data. 3% annual reduction of students in Below Basic and Far Below Basic categories and students with D and F grades.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Formative and summative performance task assessment data will be analyzed by classroom teachers and grades <u>will</u> be analyzed using the AERIES Student Data Information System.</p> <p>Smarter Balanced Assessment data, which will begin in spring 2015.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Burney Junior Senior High School is not currently in Program Improvement.</p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Teachers will become familiar and develop curriculum derived from the Common Core State Standards. Develop performance task assessments in the core areas at the end of each quarter. Analyze assessment data and make daily adjustments including re-teaching based on student understanding, comprehension when necessary.</p>	<p>August 2013 ongoing/staff</p>	<p>District-wide professional development budget has been flexed by the State.</p>	<p>Benchmark data and individual student grade reports and teacher feedback.</p>

School Goal #A3 – Improve Communication between the School, Home, and Community and increase attendance at all school events.

<p>What data did you use to form this goal (findings from data analysis)?</p> <p>WASC visiting committee report in 2011 recommendation. This was an area of focus identified during 2013-2014 WASC self-study process and focus group meetings.</p>		<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>Goal supports LEA plan regarding communication between school, home and community.</p>	
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Communication between school, student home, and the community was critical to improving student achievement.</p>		<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administration, office staff, all instructional staff, parents, community members, and students.</p>	
<p>Who are the focus students and what is the expected growth?</p> <p>Students in grades 7 through 12. Student achievement and progress, school expectations, and increased school and community pride. That more students, parents and community members will be more aware of important events and activities and increase attendance and involvement and become an integral part of BHS.</p>		<p>What data will be collected to measure student achievement?</p> <p>Benchmark results and Report Card data in relation to attendance data gathered from hosted school events; i.e. STAR Achievement Celebration, Open House, Report Card Night, Back to School Night, athletic events, student performances, and Grade Level Parent meetings.</p>	
<p>What process will you use to monitor and evaluate the data?</p> <p>Periodic surveying of stakeholders, attendance data for all school events and meetings.</p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Burney High School is currently not in Program Improvement.</p>	
<p>Strategies/Actions to Implement this Goal</p> <p>Increased use of various methods of communication to keep parents, students and community members aware of important events. Use of Connect-Ed phone messaging, Aeries software, e-mail, newsletters, local newspapers, school & booster web site, back to school night, open house, orientations, SSC, school message marquee, and FRJUSD website.</p>	<p>Start/Completion Date/Personnel</p> <p>August 2012 /ongoing</p> <p>Administration and Office staff responsible for school-to-home and community communication in collaboration with staff. Parents and students responsible for home-to-school communication.</p>	<p>Each Funding Source/Amount</p> <p>N/A</p>	<p>Process for Evaluation of Implementation</p> <p>Survey instructional staff & office staff regarding response from parents and students. Survey parents and students regarding areas requiring improvement.</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal #B1 – Provide Professional Development for implementation of the Common Core State Standards to all Staff. Provide Common Core Instructional Materials and Support for all Staff.				
Groups participating in this goal (e.g. students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Administration, District Administration, District Staff, Instructional Staff		Full implementation of the Smarter Balanced Assessment Program for the 2014-2015 school year.		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains: No data will be available until after the 2015 Smarter Balanced Assessment disaggregated results are disseminated to staff for re-teaching or acceleration.		
Implementation of Common Core curriculum, Benchmark Data, STAR Data, AYP and API scores, report cards, and teacher feedback.				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Continue to provide remediation and additional support for English Language Arts and Mathematics for all low performing students not identified as Special Education in the following classes: 1) Mathematics 7 2) 7 th & 8 th Grade ELA / ERWC 3) 11 th & 12 th grade CAHSEE Remediation 4) Mathematics 8	August 2013 / ongoing	Teachers have the opportunity for professional collaboration and to attend professional development trainings in the FRJUSD, through the Shasta County Office of Education, seminars, webinars, conferences, and other outside resources. The district has been allocated \$233,600 for Common Core implementation and training.	Trainings included in District-wide budget/in-house and through Shasta County Office of Education	District & Site funds

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (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. If the school receives funding, then the plan must include the proposed expenditures.)

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 Purpose: Help educationally disadvantaged students succeed in the regular program	\$0
<input type="checkbox"/> Economic Impact Aid/English Learner Program 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 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 checked="" type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$1,484 Carryover
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds Common Core Implementation (District-wide)	\$233,600
Total amount of state categorical funds allocated to this school (BHS will only receive a percentage of this amount)	\$235,084

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$0
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$0
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$0
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$947
<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 checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$4,972 Carryover
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$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	\$5,919

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the SSC is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ray Guerrero	X				
Mark Harner - Chairperson		X			
Jann Hoechlin		X			
Melissa Madden		X			
Amanda Tate		X			
Carolyn Garrigus			X		
Rebecca Torgrimson			X		
Jenny Arseneau				X	
Sandra Sibert				X	
April Thompson				X	
Kathy Urlie				X	
Deborah Ford					X
Shania Murray					X
Paige Pfadt					X
Carrisa Tereba					X
Numbers of members in each category	1	4	2	4	4

¹ At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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: January 24, 2014.

Attested:

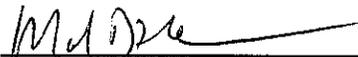
Ray Guerrero
Typed name of School Principal



Signature of School Principal

1/24/14
Date

Mark Harner
Typed name of SSC Chairperson



Signature of SSC Chairperson

1/24/14
Date