The Single Plan for Student Achievement

SCHOOL: FALL RIVER JUNIOR-SENIOR HIGH SCHOOL

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

Principal: Jeanne Utterback

Date of this revision: January 14, 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:

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Position:	Principal
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Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on _____

1

FORM A

LEA GOAL: Basic Services

SCHOOL GOAL: By the fall of 2014, Fall River Junior Senior High School will have an Academic Guidance Counselor on staff to serve the needs of our students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
We conducted parent and student surveys and found that the perceived need is great. We used the number of students who are A-G qualified and have the option of attending a four year university.	We have many students who are close to being fully A-G qualified with only 1-2 classes lacking.	We will do a yearly analysis of the number of fully A-G qualified seniors.

STRATEGY: We have met with all stakeholders to discuss our needs and a counselor is a priority.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (Itemize for each source)
1. December 2013 at Cabinet meeting	Administration of FRHS	Administrators will put in an official request for an Academic Guidance Counselor- December 2013	$80,000

FORM A

LEA GOAL: Implementation of CCSS

SCHOOL GOAL: Transition to the Common Core in all subject areas

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
The year 2013-2014 is the Statewide transition year to the Common Core State Standards. The Smarter Balanced Assessments will be used to measure growth in the 2014-2015 school year.	It revealed that we will need to continue to transition in all subject areas in curriculum and instructional strategies for the Common Core.	Teacher evaluations, Department Meetings, Grade Level Meetings, Meeting with SCOE.

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. Teachers will be trained through the SCOE in the Common Core Curriculum.	1. Superintendent, Administrators, SCOE	1.8/2013-ongoing	1. Common Core Implementation Funding, SCOE Coop

2. Provide opportunities for teachers to collaborate within and across departments.
  ■ Organize and coordinate common planning and interdisciplinary activities.
  ■ Coordinate staff/department meetings.
	2. Administrators and Department Heads	2.8/2013-ongoing	2. District (teacher coverage when applicable).

FORM A

LEA GOAL: Pupil Engagement

SCHOOL GOAL: We will increase the percentage of students who participate in extra/co-curricular activities.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Surveys, interviews, student records.	We found that nearly 80% of our students are involved in some sort of extra/co-curricular activity, however, that means that nearly 20% aren't.	We will do a yearly assessment and go through our class lists to what percentage of students is participating.

STRATEGY: We would like to offer as many ways for our students to be involved at FRHS possible.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. Administration will monitor student activity at each semester and meet with students who are not participating to help them find possible ways to be involved.	1.Administration	1. Meet with students at semester to discuss opportunities or road blocks for involvement.	1.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 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.	1.8/2013-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.	A.$20,000 B.$34,000 C.$17,000	A.District B.District/RISE C.District
2. To provide after school programs four days/week for a total of six hours to provide additional support for students in their core classes.	2.8/2013-ongoing	2.Six hours of extra duty assignment per week.	2.$31.00 per hour	2.District/Migrant Education

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[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
☐ **California School Age Families Education** Purpose: Assist expectant and parenting students to succeed in school	$0
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE)** Purpose: Help educationally disadvantaged students succeed in the regular program	$0
☐ **Economic Impact Aid/Limited English Proficient (EIA-LEP)** Purpose: Develop fluency in English and academic proficiency of English learners	$0
☐ **Peer Assistance and Review** Purpose: Assist teachers through coaching and mentoring	$0
☐ **Professional Development Block Grant** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$0
☐ **Pupil Retention Block Grant** Purpose: Prevent students from dropping out of school	$0
☐ **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
☐ **School and Library Improvement Program Block Grant** Purpose: Improve library and other school programs	$0
☐ **School Safety and Violence Prevention Act** Purpose: Increase school safety	$0
☐ **Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$0

☐ **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** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$0

☐ **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).	$	███
☐ **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)	$	███

Federal Programs	Allocation
☐ **Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$0
☐ **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
☐ **Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$0
☐ **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
☐ **Other federal funds** (list and describe)	$0
☐ **Other federal funds** (list and describe)	$0
☐ **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.

7

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
Jeanne Utterback	☒	☐	☐	☐	☐
Tamara Lopez	☐	☒	☐	☐	☐
Eric Zimmerman	☐	☒	☐	☐	☐
Laurel Cordova	☐	☒	☐	☐	☐
Cindy White	☐	☒	☐	☐	☐
Laura Lakey	☐	☐	☐	☒	☐
Debbie Mayer	☐	☐	☐	☒	☐
Michelle Corder	☐	☐	☐	☒	☐
Doreen Parker	☐	☐	☐	☒	☐
Vanessa Raglin	☐	☐	☐	☐	☒
Mariah Maier	☐	☐	☐	☐	☒
Jody Morgan	☐	☐	☒	☐	☐
Numbers of members in each category	1☐	4☐	1☐	4☐	2☐

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[3] *EC* Section 52852

8

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:January 16, 2014.

Attested: ----

Jeanne Utterback	*[signature]*	1/14/14
Typed name of School Principal	Signature of School Principal	Date
Eric Zimmerman	*[signature]*	1/14/14
Typed name of SSC President	Signature of SSC Chairperson	Date

9

Form G: Single Plan for Student Achievement Annual Evaluation (To be completed at the first Site Council Meeting in the fall of 2014)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

    o What specific actions related to those strategies were eliminated or modified during the year?

o Identify barriers to full or timely implementation of the strategies identified above.
o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
o What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

    o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

    - Lack of timely implementation

    - Limited or ineffective professional development to support implementation

    - Lack of effective follow-up or coaching to support implementation

    - Not implemented with fidelity

    - Not appropriately matched to student needs/student population

    - Other_____

    o Based on the analysis of this practice, would you recommend:

    - Eliminating it from next year's plan

    - Continuing it with the following modifications:_____

Involvement/Governance

- How was the SSC involved in development of the plan?

- How were advisory committees involved in providing advice to the SSC?

- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.

- Identify any goals in the current SPSA that were not met, or were only partially met.

    o List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?

12