

The Single Plan for Student Achievement

SCHOOL: Burney Jr. Sr. High School

County-District School (CDS) Code 45-69989-453100

Principal: Ray Guerrero

Date of this revision: April 5, 2012

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 May 9, 2012.

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 – Develop a Career Education and Career Exploration Program			
<p>What data did you use to form this goal (findings from data analysis)? Documentation issued by the California Department of Education (CDE), recommending that Career Education and Career Exploration were to be a part of secondary curriculum. Data analysis from Career Interest Surveys, i.e. Kuders and Explore Test administered in Junior High and Sr. High School. Counselor input.</p>		<p>How does this goal align to your Local Educational Agency Plan goals? Meeting CDE requirements.</p>	
<p>What did the analysis of the data reveal that led you to this goal? There is a need to develop a process to educate students on their own interests in relation to developing career goals. Also, to provide courses and education that prepares students for college or career readiness.</p>		<p>Which stakeholders were involved in analyzing data and developing this goal? Counselors, Administration, Instructional Staff</p>	
<p>Who are the focus students and what is the expected growth? Grades 7 through 12. Culmination is the Senior Project which is required for graduation. Areas of focus for the Senior Project are in career exploration and Community Service.</p>		<p>What data will be collected to measure student achievement? Completion data for Senior Projects and graduation rates</p>	
<p>What process will you use to monitor and evaluate the data? A Career Specialist funded by the ROP program has access to the data to use during advising students. The district counselor and advisor through the funded program for College Options working with students that are pursuing the college or career pathways, completing applications, scholarships, grants and other pertinent paperwork.</p>		<p>Actions to improve achievement to exit program improvement (if applicable). n/a</p>	
<p>Strategies/Actions to Implement this Goal</p> <p>Staff to include in their curriculum in grades 7-12. Continue to include a careers ed. class at the Jr. High level.</p>	<p>Start/Completion Date/Personnel</p> <p>Start August 2011 Ongoing/all staff</p>	<p>Each Funding Source/Amount</p> <p>Carl D. Perkins Career and Technical Education Improvement Act of 2006</p> <p>\$1,000</p>	<p>Process for Evaluation of Implementation</p> <p>Staff questionnaire</p>

School Goal #A2 – Improve Student Achievement in Academic, Vocational, and Fine Art 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.</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 STAR Test results.</p>	
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Students not performing at proficient levels in academic, vocational, and fine arts classes.</p>		<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Administration, instructional staff, parents and students.</p>	
<p>Who are the focus students and what is the expected growth?</p> <p>Students earning D's and F's in these areas. The expected growth is 3% annual improvement in reduction of D's and F's and in the Below Basic and Far Below Basic categories on the STAR Test.</p>		<p>What data will be collected to measure student achievement?</p> <p>STAR test results and Benchmark Testing at each quarter to assess data. 3% annual reduction of students in Below Basic and Far Below Basic categories and with D's and F's.</p>	
<p>What process will you use to monitor and evaluate the data?</p> <p>CST Data will be analyzed using the Illuminate Program and grades will be analyzed using the AERIES Student Data Information System.</p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Currently not in Program Improvement</p>	
<p>Strategies/Actions to Implement this Goal</p> <p>Develop yearly course pacing guides and monthly standards coverage reviews. Increase use of standards blueprints. Develop course benchmark assessments in the core areas. Analyze assessment data and make daily adjustments including re-teaching based on student understanding, comprehension when necessary.</p>	<p>Start/Completion Date/Personnel</p> <p>August 2011 ongoing/staff</p>	<p>Each Funding Source/Amount</p> <p>District-wide professional development budget \$79,853—this budget has been flexed by the State.</p>	<p>Process for Evaluation of Implementation</p> <p>STAR test results, benchmark data and individual student report cards and teacher feedback.</p>

School Goal #A3 – Improve Communication Between the School, Student Home, and Community			
What data did you use to form this goal (findings from data analysis)?		How does this goal align to your Local Educational Agency Plan goals?	
WASC visiting committee report in 2011 recommendation.		Goal supports LEA plan regarding communication between school, home and community.	
What did the analysis of the data reveal that led you to this goal?		Which stakeholders were involved in analyzing data and developing this goal?	
Communication between school, student home, and the community was critical to improving student achievement.		Administration, counselor, office staff, instructional staff, parents, students	
Who are the focus students and what is the expected growth?		What data will be collected to measure student achievement?	
Students in grades 7 through 12. Student progress, school expectations, and school pride. That more students, parents and community members will be more aware of important activities and dates and therefore attend more events and become an integral part of BHS.		STAR Test and Report Card data in relation to attendance data gathered from hosted school events; i.e. Open House, Report Card Night, and Back to School Night.	
What process will you use to monitor and evaluate the data?		Actions to improve achievement to exit program improvement (if applicable).	
Periodic surveying of stakeholders.		Currently not in Program Improvement	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Increase the use of various methods of communication to keep parents, students and community members aware of important activities and dates. / Use of Connect-Ed, Aeries software, e-mail, newsletter, local newspapers, school web page, back to school night, open house, orientations, SSC, marquee, and booster club.	August 2011 /ongoing 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.	\$0.00	Survey instructional staff & office staff regarding response from parents and students. Survey parents and students regarding areas requiring improvement.

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 in Core Areas for Teaching Staff, Continued Availability of Standards-Based Instructional Materials, and Internal/External Training for Inter- and Intra-Department Collaboration with a focus on English Language Learners, Students with Disabilities and Socio-economically Disadvantaged Students.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Administration, District Administration, District Staff, Instructional Staff, Counselor		Anticipated annual growth for each group: 3% annual reduction of students in the Below Basic and Far Below Basic categories per School Goal A.2		
Means of evaluating progress toward this goal: STAR Data AYP and API scores		Group data to be collected to measure gains: STAR Scores, AYP and API data		
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 an additional support period for English Language Arts and Mathematics for all low performing students not identified as Special Education in the following classes: 7 th Grade Pre-Algebra 8 th Grade Algebra CAHSEE Remediation 7 th & 8 th Grade ELA	August 2011 / ongoing	Core teachers given the opportunity for professional collaboration and to appropriate professional development trainings in the FRJUSD, through Shasta County Office of Education, seminars, webinars, conferences and other outside sources.	Training included in District-wide budget/in-house and through SCOE	District

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	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<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	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$0

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	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<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	\$
<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	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<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	\$
<input 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)	\$
<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	\$
<input type="checkbox"/> Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school	\$0
Total amount of state and federal categorical funds allocated to this school	\$0

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				
Kevin Bower		X			
Mark Harner		X			
Jann Hoechlin		X			
Melissa Madden		X			
Sharon Narducci		X			
Amanda Tate		X			
Carolyn Garrigus			X		
Jenny Arseneau				X	
Sandra Sibert				X	
April Thompson				X	
Kathy Urlie				X	
Trenton Arendt					X
Shania Murray					X
Paige Pfadt					X
Carrisa Tereba					X
Numbers of members in each category	1	6	1	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: May 4, 2012.

Attested:

Ray Guerrero

Typed name of School Principal

Signature of School Principal

Date

Mark Harner

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date