

The Single Plan for Student Achievement

FALL RIVER JUNIOR-SENIOR HIGH SCHOOL

45 69989 4533600
CDS Code

Date of this revision: March 23, 2011

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Greg Hawkins
Position:	Principal
Telephone Number:	(530) 336-5515
Address:	Post Office Box 340 44215 Walnut Street McArthur, California 96056
E-mail Address:	ghawkins@shastalink.k12.ca.us

Fall River Joint Unified School District

The District Governing Board approved this revision of the School Plan on 6/29/2011.

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 01 (Based on conclusions from Analysis of Program Components and Student Data pages) Students at Fall River High School must continue to meet or exceed their subgroup growth targets on the Academic Performance Index.</p>				
<p>Student groups and grade levels to participate in this goal: <i>All students in grades 7 - 11</i></p>		<p>Anticipated annual performance growth for each group: <i>To continue to meet AYP Growth Targets for all students including significant subgroups.</i></p>		
<p>Means of evaluating progress toward this goal: <i>Future CST, CAHSEE, CELDT scores.</i></p>		<p>Group data to be collected to measure academic gains: <i>CST, CAHSEE, CELDT results for past three years.</i></p>		
<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures³</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Create a system of collecting and interpreting student achievement in core classes (i.e. various test scores) and implementing a consistent plan for altering instruction and assessment based upon these findings.</p>	<p>Fall 2010 - 2011, Ongoing</p>			<p>■ District</p>

¹ See Appendix B: Chart of Requirements for the SPSA 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.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<ul style="list-style-type: none"> • Create or modify curricular pacing guides for all core classes in grades 7-11. • Create or modify benchmark assessments for all core classes in grades 7-11. Benchmarks will be given near the end of the first quarter (B1), near the beginning of the second semester (B2), and 2-3 weeks before CSTs (B3) are given. • Review benchmark exam results, analyzing to determine areas of deficiency. • Provide a support plan explaining “re-teaching” strategies which will be used to help insure students gain proficiency. 	<p>Spring 2011, Ongoing</p>			
<p>2. Provide support aide for identified target subgroup ELD students to increase opportunity for success.</p>	<p>Fall 2010 - Ongoing</p>			<p>■ District</p>
<p>3. Improve test awareness and student buy-in.</p> <ul style="list-style-type: none"> • Review test scores with students. • Identify and meet with students who are close to the proficient level within departments to encourage maximum academic effort. 	<p>Fall 2010 - Ongoing</p>			<p>■ District</p>
<p>4. Continue using the Shasta County Office of Education “Continuous School Improvement” model.</p>	<p>Fall 2010 - Ongoing</p>			<p>■ District</p>
<p>5. Continue targeting low performing students by offering remediation classes.</p> <ul style="list-style-type: none"> • Accelerated mat/reading for junior high students-required course. • Math lab for struggling 7th grade students. • Continue offering after school programs such as Math Lab, Homework Club, Social Studies Program, Science Sessions, and English Excellence Hour. 	<p>March 2010 - Ongoing</p>			<p>■ District</p>
<p>6. Continue to articulate with elementary school and increase opportunity for articulation in subject</p>	<p>Fall 2009- Ongoing</p>			<p>■ District</p>

areas.				
7. Continue to articulate with Burney High School to establish consistent district-wide pacing, assessments, and re-teaching strategies.	Fall 2010 - Ongoing			■ District
8. Continue to review and evaluate the Self-Study Action Plans to monitor progress evaluation and revision as needed.	Fall 2007- Ongoing			■ District
<ul style="list-style-type: none"> • Continue monthly School Site Council meetings 				
9. Continue to use the Aeries software program as well as Edusoft to analyze data of all major subgroups as well as the general population.	Fall 2010 – Ongoing			■ District
10. Continue to utilize “STAR Test Incentive/Awards Program”	Spring 2020 – Ongoing			■ School plus Community Donations

SCHOOL GOAL # 02				
Fall River High School will establish and implement a comprehensive plan for professional development				
Teaching and support staff will participate in this goal.		Anticipated annual performance growth for each group: <i>To continue to meet AYP Growth Targets for all students and pass the CAHSEE.</i>		
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
1. Enhance the professional growth of faculty and staff so that they may provide an effective educational program for students	August 2008- Ongoing			■ District
2. Provide opportunities for teachers to collaborate within and across departments. <ul style="list-style-type: none"> Organize and coordinate common planning and interdisciplinary activities. Coordinate staff/department meetings. Continue with current time schedule. Update master calendar to include dates for PD. 	Spring 2007- based on Meeting Schedule on "Short" Friday afternoons			■ District
3. Generate and share ideas to improve curriculum and instruction.	Fall 2007 bi- monthly based on Meeting			■ District

⁴ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<ul style="list-style-type: none">Incorporate staff development instruction into staff meetings	Schedule on "Short" Friday afternoons			
---	---------------------------------------	--	--	--

SCHOOL GOAL # 03

Fall River High School will increase career awareness for all students

Student groups and grade levels to participate in this goal:

All students in grades 7 - 11

Anticipated annual performance growth for each group:

Is unsure students have explored, planned, and prepared for post secondary careers.

<p>Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁸ Completion Date</p>	<p>Proposed Expenditures⁹</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Enhance the career awareness of students so that they may have a better opportunity to choose a career path in the future.</p> <ul style="list-style-type: none"> • Work with different teachers to develop a career component to their curriculum. 	<p>Spring 2007- Ongoing</p>			<p>■ District</p>
<p>2. Develop career planning portfolio (Personal Learning Plans) for all incoming 9th grade students which will be stored in the career center and will be revisited yearly by the guidance technician and the student.</p>	<p>Spring 2007- Ongoing</p>			<p>■ District</p>
<ul style="list-style-type: none"> • Students will take interest inventories and set goals based on desired careers. • Students will pursue job shadowing 	<p>April 2007- Starting with the current 8th & 9th grade classes.</p>			<p>■ District</p>

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

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 student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 01 (Based on conclusions from Analysis of Program Components and Student Data pages) <i>Students at Fall River High School must continue to meet or exceed AYP Growth Targets.</i></p>				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, Teachers, Paraprofessionals, Administrators, and Parents</i></p>		<p>Anticipated annual growth for each group: <i>An increase in ELA and Mathematics to meet AYP target growth. A minimum of 5% growth in number proficient in all CST subject areas.</i></p>		
<p>Means of evaluating progress toward this goal: <i>Student progress from CST, CAHSEE, CELDT, and grades.</i></p>		<p>Group data to be collected to measure gains: <i>CST, CAHSEE, and CELDT scores, as well as grades.</i></p>		
<p>Actions to be Taken to Reach This Goal¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date¹¹ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><i>Data analysis Staff Development</i></p>	<p><i>1/2008 To 1/2009</i></p>	<p><i>1. Continued staffing</i></p>	<p><i>\$ 3,500.00</i></p>	<ul style="list-style-type: none"> ■ <i>EIA</i> ■ <i>School Site Council</i> ■ <i>District</i>

¹⁰ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹¹ List the date an action will be taken or will begin, and the date it will be completed.

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 student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 02				
(Based on conclusions from Analysis of Program Components and Student Data pages)				
<i>Economic Impact Aid (EIA) students at Fall River High School must meet or exceed their growth targets and continue preparations to pass the California High School Exit Exam (CAHSEE) and complete their Senior Project.</i>				
Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, Teachers, Paraprofessionals, Administrators, and Parents</i>		Anticipated annual growth for each group: <i>A minimum of 5% increase in ELA and Mathematics CST as well as a 5% growth in EIA students who pass the CAHSEE to meet AYP target growth.</i>		
Means of evaluating progress toward this goal: <i>Student progress from CST, CAHSEE, CELDT, and graduation rates..</i>		Group data to be collected to measure academic gains: <i>CST, CAHSEE, and CELDT results as well as our graduation rate.</i>		
Actions to be Taken to Reach This Goal ¹² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<i>Continue to offer support programs for EIA students. Provide support instructional aides to assist EIA students.</i>	<i>1/2008 To 1/2009</i>	<i>1. Continued staffing</i>	<i>\$ 33,475.00</i>	<i>■ EIA</i>

¹² See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹³ 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. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$ 0.00
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 0.00
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 0.00
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ 0.00
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ 0.00
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$ 0.00
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ 0.00
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 0.00
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 0.00
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ 0.00
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$ 0.00
Total amount of state categorical funds allocated to this school	\$ 0.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0.00
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0.00
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0.00
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0.00
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0.00
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0.00
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0.00
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0.00
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0.00
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0.00
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0.00
<input type="checkbox"/> Other Federal Funds (list and describe ¹⁴)	\$ 0.00
Total amount of federal categorical funds allocated to this school	\$ 0.00
Total amount of state and federal categorical funds allocated to this school	\$ 0.00

¹⁴ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁵

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Taylor Corder					X
Laurel Cordova		X			
Cita Evans		X			
Geri Handa			X		
Greg Hawkins	X				
Judy Parker				X	
Robert Pineda					X
Stacy Schneider				X	
Jeanne Utterback			X		
Darla Van Riet				X	
Rachelle Vestal				X	
Cindy White		X			
Eric Zimmerman		X			
Numbers of members of each category	1	4	2	4	2

¹⁵ At elementary schools, the school site council 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 recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

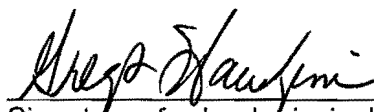
Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 5/5/2009.

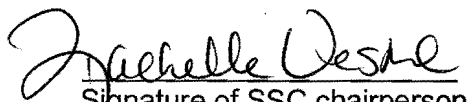
Attested:

Greg Hawkins
Typed name of school principal


Signature of school principal

4/20/11
Date

Rachelle Vestal
Typed name of SSC chairperson


Signature of SSC chairperson

4/19/11
Date

I. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Sample School and Student Performance Data Forms
- Appendix C: Demographic Data Summary
- Appendix D: Analysis of Current Instructional Program
- Appendix E: Outline of Bylaws
- Appendix F: Use of Resources
- Appendix G: Acronyms and Specialized Terms

Appendix A: Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Appendix B: Sample School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: English-Language Arts Adequate Yearly Progress (AYP)
- Table 2: Mathematics Adequate Yearly Progress (AYP)
- Table 3: California English Language Development (CELDT) Data

Table 1: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			American Indian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
Participation Rate	100	100	100	99	100	100	000	000	000	100	100	100	100	100	100	100	100	100				100	100	100	91	100	100
Number At or Above Proficient	49	49	50	62	39	34	-	-	-	-	-	-	6	8	11	1	1	5				26	18	28	-	1	1
Percent At or Above Proficient	412	412	505	80	506	596	-	-	-	-	-	-	286	267	379	67	53	25				52	305	438	-	56	71
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	Yes	-	-	-	-	-				Yes	No	Yes	-	-	-

Conclusions indicated by the data:

- Students of Fall River Junior-Senior High School continue to exceed the criteria for Adequate Yearly Progress.
- AYP Target for High Schools (2008 = 33.4%), (2009 = 44.5%), (2010 = 55.6%)

Table 2: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			American Indian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	07	08	09	08	09	10	08	09	10	08	09	10
Participation Rate	98	99	98	98	100	97	000	-	-	100	100	100	100	98	100	100	100	100				100	99	98	91	95	86
Number At or Above Proficient	67	59	64	53	42	36	-	-	-	-	-	-	10	13	19	4	5	3				24	21	39	-	5	3
Percent At or Above Proficient	57.8	50.4	66.0	63.1	55.3	65.5	-	-	-	-	-	-	47.6	44.8	65.0	27	33.3	25				49	36.8	62.9	-	31.3	25.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	-	-				-	Yes-	Yes-	-	-	-

Conclusions indicated by the data:

1. Students of Fall River Junior-Senior High School continue to exceed the criteria for Adequate Yearly Progress.
2. AYP Target for High Schools (2008 = 32.2%), (2009 = 43.5%), (2010 = 54.8%)

Table 3: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8			1	20	3	60	1	20				5
9												
10			1	25	2	50	1	25				4
11			1	25	1	25	2	50				4
12												
Total	0	0	3	23	6	46	4	30				13

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Appendix C: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

Grade	Students Continuously Enrolled Since Kindergarten or First Grade by Number (#) and Percent (%)																		
	All Groups		White		African-American		Asian		Hispanic		Native American		English Learners (EL)		Socioeconomic Disadvantaged				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
K																			
1																			
2																			
3																			
4																			
5																			
6																			
7	34	74	21	45	1	0	0	0	7	85	9	88	0	0	29	63			
8	28	72	17	60	0	0	0	0	13	92	6	83	1	0	29	74			
9	22	55	11	48	0	0	1	100	14	57	3	27	4	0	20	50			
10	24	56	15	48	0	0	1	0	9	66	5	80	1	0	21	48			
11	22	69	12	60	0	0	0	0	9	100	3	66	2	0	16	50			
12	21	54	13	45	0	0	0	0	9	44	3	100	1	0	15	38			

Conclusions indicated by the data:

1. Data for students enrolled 2010-2011 school year.
- 2.

**Student Current Enrollment
Based on 2008 CBEDS**

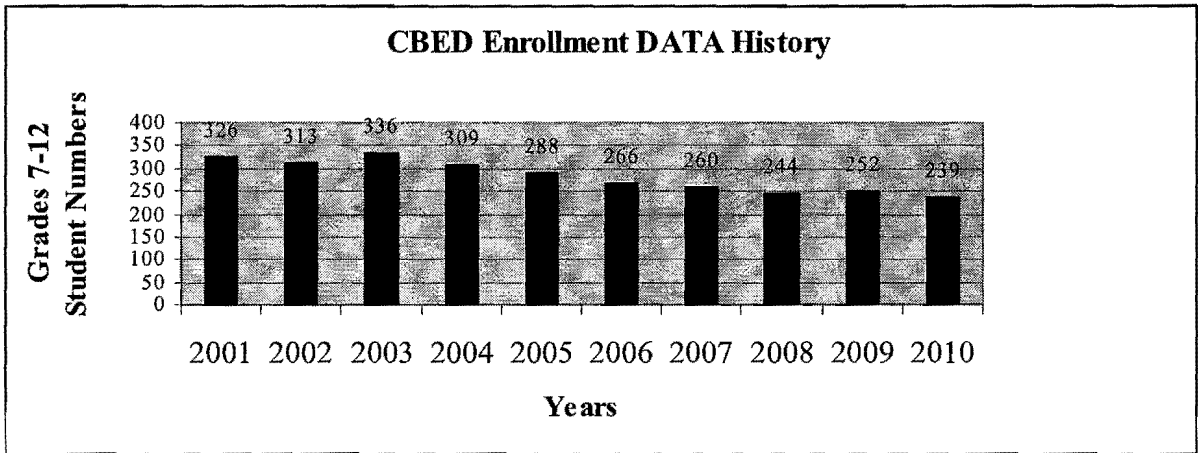
7	8	9	10	11	12	total
40	44	36	41	46	36	243

Based on 2009 CBEDS

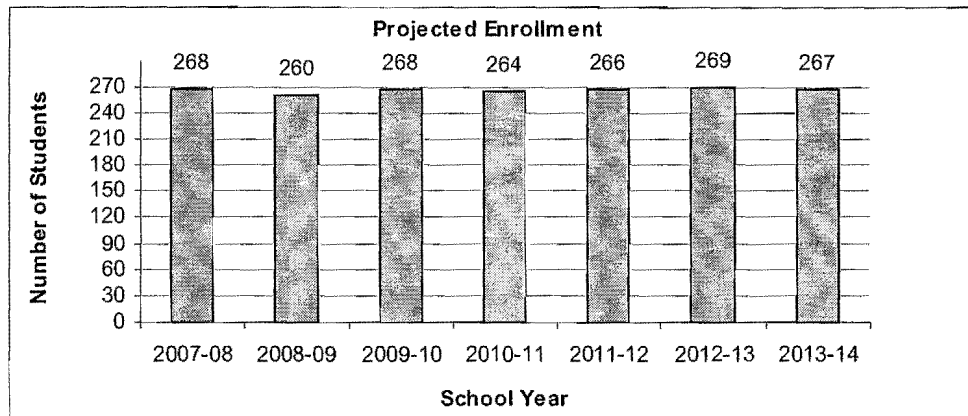
7	8	9	10	11	12	total
40	42	45	37	42	46	252

Based on 2010 CBEDS

7	8	9	10	11	12	total
44	39	40	45	31	40	239



Since 2001, FRHS has experienced a 18.4% decline in enrollment. This decline dropped Fall River Junior-Senior High School an enrollment band which has caused a significant decrease in funding. Based on the current enrollment in the elementary school, our enrollment is expected to continue. While this is concern, FRHS currently has a 95% attendance rate.



Appendix D: Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
19. Fiscal support (EPC)

Appendix E: Outline of Sample Bylaws

The following outline is provided as a sample to assist the school site council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

Article I Duties of the School Site Council

The school site council of Fall River Junior-Senior High School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II Members

Section A: Composition

The school site council shall be composed of twelve (12) members, selected by their peers, as follows:

- Three (3) Classroom teachers
- Two (2) Other school staff members
- Six (6) Parents or community members/students
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for two (2) year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment.

(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III Officers

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the last meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section B: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V

Meetings of the School site council

Section A: Meetings

The school site council shall meet regularly on the last Wednesday of each month during the school year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: school bulletin and school site.

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than two (2) days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least ___ days prior to the meeting at which the amendment is to be considered for adoption.

Appendix F: Use of Resources

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

The district may reserve funds from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Appendix G: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btca.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLTT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org