School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bear River High School	29-66357-2930048		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Survey (Fall 2019)

The CA Healthy Kids Survey (CHKS for students), the School Climate Survey (for Staff), and the Parent Survey (Fall 2019)

"What's Up Wellness"/Columbia Teen Screen (Fall 2018)

Learning Needs Survey: Spring 2016

Brightbytes Technology Survey: Spring 2016

Bruin Time Student Input Survey: Spring 2016 and Spring 2017

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

*Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice per year. Tenured teachers have, until this year, been evaluated every other year. Recent changes to the collective bargaining agreement set that interval for formal evaluation to extend up to five years, as agreed upon by administrator and teacher. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations.

*The principal is committed to, at least briefly, visiting every classroom at least once a week, in order to gain awareness of needs, strengths, and student performance.

*Teachers have supplemented their instructional practices with LCD projectors, Chromebooks, interactive boards, ELMO visual presenters and other technologies as funds have allowed.

Below are the findings of classroom and programs absorbed:

*Teachers are working to implement teaching strategies that are aligned with the new California State Standards, including an increased emphasis on student collaboration, communication, inquiry, and problem-solving in all classroom settings.

*Teachers are working to implement school-wide literacy initiatives in all content areas, including practice of annotation, summarizing, and analytical/evidence-based writing skills.

*With Chromebooks now readily available to students and teachers, the faculty is engaging with professional development around how to effectively integrate technology in the classroom in order to enhance, support, and individualize learning.

*There are two collaborative learning labs and one teaching technology lab available for teacher instructional use.

*Performing and Visual Arts classes host public performance events that include a combined Arts Festival, performances and feeder school visitations.

*The Bear River Agriculture program/ FFA work closely with the county fair, the Agriculture Boosters and local 4H programs to promote agriculture as a viable career opportunity. Students in the FFA program compete in local, regional, state and national competitions and activities. California Partnership Trust Grant - funds for Agriculture Mechanics and Horticulture classes for pathways to be developed.

*The Student Leadership class and the ASB Student Government members organize and coordinate school activities and charity events throughout the year. These activities include blood drives, food drives, donation days, dances, rallies, homecoming activities and a variety of other similar events that support school and community spirit.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. 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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and staff use CAASPP testing results (and other applicable standardized assessments) combined with course formative and summative assessments to modify instruction to improve student learning and achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize departmental formative and summative assessments and also CAASPP testing results to modify instruction for reteaching and to improve student mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All members of the teaching staff are highly qualified in their subject areas.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing professional development is being provided to all teachers from the Nevada Joint Union High School District to prepare them for the implementation of the California State Standards. Sufficient instructional materials are available for all teachers and students and curriculum is aligned with California State Standards and approved by the NJUHSD Curriculum Committee. With awareness of the impending teacher shortage, we are seeking ways to recruit quality teachers to our school and district. The District Curriculum Committee recently approved a textbook adoption cycle that will ensure adoption of the most relevant, up-to-date instructional materials in all subject areas in the coming years. This year, we are adopting new instructional materials for both Health and Spanish.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

There is ongoing professional development at the district level provided to all teachers as a means of preparing teachers for the implementation of the Common Core State Standards. There are also professional development opportunities provided to address the specific needs of the content areas. Members of the Math, English and History/Social Science and Science have all received professional development to support their instructional needs. The professional development needs of teachers in other subject areas are also supported and are available upon request.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Individual attendance at regional conferences and trainings is available. Instructional Coaches for Math, English Language Arts and for the Common Core are available. Beginning Teacher Support and Assessment is also provided to eligible teachers. New teachers have been partnered with experienced teachers on our faculty in an informal way to provide a wide variety of support, encouragement, and assistance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is built in to the schedule and teachers collaborate approximately one hour per week. The topics of collaboration vary and are determined by site instructional needs. Approximately half of the collaboration times are dedicated to departmental/interdepartmental collaboration and the other half are dedicated to whole staff collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All courses are aligned with the California State Standards and adequate instructional materials are provided to all students. All teachers instruct for mastery and testing proficiency on state assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups are provided standards-based instructional materials for all courses. Technology tools allow us to supplement our standards-aligned text materials with timely, relevant additional content and curriculum available online. Our school has adopted a standards-aligned integrated mathematics program (currently in Year Three of implementation, which marks full implementation of the Integrated Math curriculum).

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

All core courses are aligned with California State Content Standards. All students are enrolled in the necessary core courses to fulfill California State and NJUHSD graduation requirements. The reading intervention program utilizes the Read 180 program.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Supported studies courses are embedded into the schedules of students with IEPs when appropriate. Daily nutrition via breakfast and lunch are available for all students and it is also provided to all students who qualify for free and reduced lunch. Credit recovery courses are available for all core content areas. Students may also seek academic assistance and support four times per week during Bruin Time. We have recently revamped our Bruin Time system, which is our embedded daily time for intervention and enrichment. Students needing intervention/remediation are scheduled into very small remediation Bruin Time grouping specifically targeted to their academic needs. Meanwhile, other teachers offer choices in enrichment activities and study hall offerings to meet other student needs and balance the class sizes.

Evidence-based educational practices to raise student achievement

Various research-based educational practices are employed by teachers at Bear River High School. These practices include and are not limited to differentiated curriculum and instruction, strategies for effective first-time instruction, cooperative learning, cross-curricular projects, project based learning, online learning, whole group instruction and small group instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There are many resources available to assist under-achieving youth. These resources include the NJUHSD Student Assistance Resources and Services program (STARS), free and reduced breakfast and lunch, homeless youth support, Anti Bullying Club, Independent Living/Transition Coordinator for students with IEPs. Counselors and administrators work regularly with at-risk students and their families to connect them with supports that are needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

Fiscal support (EPC)

N/A

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was aligned with the WASC (Western Association of Schools and Colleges) report and aligns with Bear River's WASC goals and the Nevada Joint Union High School District LCAP (Local Control Accountability Plan) goals. The process was overseen by staff, students and parents of Bear River High School's Site Council and was approved for submission.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
American Indian	0.9%	0.82%	1.46%	6	5	9
African American	0.2%	0.16%	0.16%	1	1	1
Asian	0.6%	1.15%	0.65%	4	7	4
Filipino	0.2%	0.16%	0.49%	1	1	3
Hispanic/Latino	10.1%	9.49%	10.24%	66	58	63
Pacific Islander	0.3%	0.33%	0.49%	2	2	3
White	84.5%	83.96%	82.76%	552	513	509
Multiple/No Response	%	%	%			
			Total Enrollment	653	611	615

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	16-17	**17-18**	**18-19**
Grade 9	167	174	172
Grade 10	166	153	164
Grade 11	144	142	151
Grade 12	176	142	128
Total Enrollment	653	611	615

Conclusions based on this data:

1. Bear River High School serves a semi-diverse student demographic. However, the majority of its students are white at just under 84% with Hispanic/Latino students next just under 10%.
2. Bear River High School's total enrollment continues to fall from 696 in the 2015-16 school year to 611 students in the 2017-18 school year.
3. Total enrollment has plateaued at or near 600 students. However, the 2020 class is much smaller than the incoming freshman class for the 2020-21 school year which will see the total enrollment increase.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	10	9	4	1.5%	1.5%	0.7%
Fluent English Proficient (FEP)	10	12	14	1.5%	2.0%	2.3%
Reclassified Fluent English Proficient		1	1	0.0%	10.0%	11.1%

Conclusions based on this data:

1. The reclassification of Fluent English Proficient students has increased 10% from the 2016-17 school year.
2. Bear River High School serves a small population of Hispanic/Latin students.
3. Bear River High School's reclassification percentage continues to increase as its overall EL enrollment steadily increases.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	141	128	139	139	120	136	139	120	136	98.6	93.8	97.8
All	141	128	139	139	120	136	139	120	136	98.6	93.8	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2645.	2606.	2659.	39.57	28.33	39.71	34.53	36.67	42.65	21.58	20.83	13.97	4.32	14.17	3.68
All Grades	N/A	N/A	N/A	39.57	28.33	39.71	34.53	36.67	42.65	21.58	20.83	13.97	4.32	14.17	3.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	54.68	35.00	52.21	33.81	45.83	40.44	11.51	19.17	7.35
All Grades	54.68	35.00	52.21	33.81	45.83	40.44	11.51	19.17	7.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.08	39.17	53.68	41.73	40.00	40.44	7.19	20.83	5.88
All Grades	51.08	39.17	53.68	41.73	40.00	40.44	7.19	20.83	5.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.06	23.33	34.56	62.59	62.50	63.24	9.35	14.17	2.21
All Grades	28.06	23.33	34.56	62.59	62.50	63.24	9.35	14.17	2.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.45	31.67	44.85	46.76	54.17	52.21	10.79	14.17	2.94
All Grades	42.45	31.67	44.85	46.76	54.17	52.21	10.79	14.17	2.94

Conclusions based on this data:

1. Overall, the Class of 2018 performed extremely well on the CAASPP ELA exam. The percentage of students meeting or exceeding the overall standards is much higher than our local, similar schools.
2. Our rate of participation in the CAASPP exams was very high but down from the previous year.
3. Although these numbers don't reflect them, Bear River High School's CAASPP scores went up significantly in ELA and Math with its overall percentage of students taking the test at 100%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	141	128	138	139	122	136	139	122	136	98.6	95.3	98.6
All	141	128	138	139	122	136	139	122	136	98.6	95.3	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2623.	2578.	2635.	14.39	11.48	19.85	35.25	22.13	33.09	33.81	32.79	28.68	16.55	33.61	18.38
All Grades	N/A	N/A	N/A	14.39	11.48	19.85	35.25	22.13	33.09	33.81	32.79	28.68	16.55	33.61	18.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.81	19.67	31.62	41.01	35.25	41.91	25.18	45.08	26.47
All Grades	33.81	19.67	31.62	41.01	35.25	41.91	25.18	45.08	26.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.90	14.75	27.21	56.12	48.36	55.88	17.99	36.89	16.91
All Grades	25.90	14.75	27.21	56.12	48.36	55.88	17.99	36.89	16.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.02	15.57	25.74	66.91	56.56	61.76	10.07	27.87	12.50
All Grades	23.02	15.57	25.74	66.91	56.56	61.76	10.07	27.87	12.50

Conclusions based on this data:

1. Our Math CAASPP scores are lower than our ELA scores, which is consistent with other schools and districts. Overall, our scores are higher than many of our local, comparable schools. However, our Math scores are much lower than they were in 2015.

2. The juniors who took these exams last spring had not been exposed to the new integrated math curriculum. This new curriculum will surely prepare students more fully for the style and manner of assessment seen on the CAASPP.
3. Although these numbers don't reflect them, Bear River High School's CAASPP scores went up significantly in ELA and Math with its overall percentage of students taking the test at 100%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		*
Grade 10		*		*		*		*
Grade 12		*		*		*		*
All Grades								4

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1. The Initial ELPAC will be administered beginning July 1, 2018, and will be year-round (July 1–June 30).
2. We are still awaiting numbers and results from the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
615	**25.0**	**0.7**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	4	0.7
Homeless	1	0.2
Socioeconomically Disadvantaged	154	25.0
Students with Disabilities	44	7.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	9	1.5
Asian	4	0.7
Filipino	3	0.5
Hispanic	63	10.2
Two or More Races	23	3.7
Pacific Islander	3	0.5
White	509	82.8

Conclusions based on this data:

1. Bear River High School serves a semi-diverse student demographic. However, the majority of its students are white at just under 84% with Hispanic/Latino students next just under 10%.
2. The socioeconomically disadvantaged student population maintains at around 30%. In conversation with our feeder school district, PRUSD (Pleasant Ridge Union School District), we've determined that this number is low given our understanding of our district boundaries.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Blue		
College/Career Orange		

Conclusions based on this data:

1. Improving the overall CAASPP results remains a high priority for the Bear River High School staff. The staff will continue to implement MTSS (Multi-tiered System of Supports) to provide students with intervention in the areas of Math and English as well as extension in these areas.
2. Bear River High School scored in the Orange in College/Career and blue in Graduation Rate. Bear River will strive to keep these areas a positive result on the Dashboard while continuing to look for ways to improve these areas year after year.
3. Suspension Rate is the number one area of concern for the staff at Bear River High School. The school is exploring alternatives to suspension and expulsion, such as restorative practices, while maintaining high expectations of its students in following the school's CORE Values. One area of improvement has been with implementation of OCI (On Campus Intervention).

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Blue

76 points above standard

Increased
Significantly
++47 points
134

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Blue

55.6 points above standard

Increased
Significantly
++44.8 points
44

Students with Disabilities

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 84.7 points above standard Increased Significantly ++126 points 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 76.7 points above standard Increased Significantly ++39.4 points 112

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		75.2 points above standard Increased Significantly ++40.4 points 133

Conclusions based on this data:

1. Bear River High School achieved a significant increase in the CAASPP results in the area of English Language Arts.
2. Bear River staff feels that one reason the scores were up so significantly was because we had 100% participation as well as students reporting that the test was taken more seriously.
3. We plan to follow the same schedule and process for this year's CAASPP testing. We are confident that changes in the schedule were instrumental in the increase in scores.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Blue

9.3 points above standard

Increased Significantly

++53.5 points

134

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Green

18.6 points below standard

Increased Significantly

++57.3 points

44

Students with Disabilities

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color 14.6 points below standard Increased Significantly ++44.3 points 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 10.7 points above standard Increased Significantly ++51.2 points 112

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		9.1 points above standard Increased Significantly ++48 points 133

Conclusions based on this data:

1. Bear River High School saw a significant increase in the CAASPP results in the area of Math.
2. Bear River staff feels that one reason the scores were up significantly was due to the 100% participation as well as students reporting that they took the test more seriously.
3. We plan to follow the same schedule and process for this year's CAASPP testing. We are confident that changes in the schedule were instrumental in the increase in scores.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 46.7 Declined -15.7 122	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Orange 38.3 Declined -9 47	No Performance Color 5.9 17

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
38.5	Less than 11 Students - Data Not Displayed for Privacy	0 Students	48.1
13	4		Declined -13.3
			104

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	62.4 **Prepared**	46.7 **Prepared**
Approaching Prepared	24.1 **Approaching Prepared**	25.4 **Approaching Prepared**
Not Prepared	13.5 **Not Prepared**	27.9 **Not Prepared**

Conclusions based on this data:

1. Bear River High School saw a significant decrease in College and Career readiness. This could be contributed to the use of a new student information system and new reporting feature within that system.
2. Bear River High School will place more emphasis on College and Career and take steps to ensure that this area increases next year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
95.2	Less than 11 Students - Data Not Displayed for Privacy	
Maintained -0.4	2	
124		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	91.7	88.9
2	Declined -2.9	Increased +16.2
	48	18

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 100 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		Green 94.3 Maintained -0.4 106

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95.5	95.2

Conclusions based on this data:

1. Despite being in the blue on the Dashboard, Bear River High School saw a slight decline from 2017 at 1.8%.
2. Despite the decrease in 2018, Bear River High School still has a high graduation rate at 94.7%.
3. The rate increased in 2019 to 95.2%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 7.3 Declined Significantly -2.4 643	No Performance Color Less than 11 Students - Data Not 6	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not 4	Yellow 10 Declined Significantly -2 201	Orange 14.3 Declined -2.4 63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
1	9	7	3

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Yellow
13.4	11.1	Less than 11 Students - Data	6.7
Increased +5.4	Declined -4.9	3	Declined Significantly -3.2
67	27		526

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.7	7.3

Conclusions based on this data:

1. Two of Bear River HS's student groups landed in the yellow (White and Socioeconomically Disadvantaged) for 2019 with about a 2.4% decrease from the previous year. One is in the red (Hispanic) with an increase of 5.4% which is what kept BRHS from loving into the green for 2019.
2. The Students with Disabilities student group was the only subgroup in the orange on the dashboard at a decrease of 2.4%.
3. Suspension Rate is the big area of concern for the staff at Bear River High School. The school is exploring alternatives to suspension and expulsion, such as restorative practices, while maintaining high expectations of its students in following the school's CORE Values.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Support

LEA/LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal 1

Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Assessments/CAASPP	Benchmark Assessments/CAASPP (8th grade year)	5% yearly increase in students who've met or exceeded standard on the CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a comprehensive, systematic, targeted approach to addressing individual student learning needs. NOTE: The specific sub-tasks will depend upon the identified needs, which are a moving target.

Professional development/resources:
MTSS training for administrators, counselors, and teachers

Data-analysis training for administrators, counselors, intervention specialist, and teachers

In an effort to provide more support for students, teachers district-wide, in each department, will identify essential standards (boulders, rocks and butterflies), develop pacing guides, create end of unit common assessments aligned to the expected learning outcomes they identified, and use data to provide targeted intervention or enrichment for students. The teachers are being trained district-wide in the PLC (professional learning communities) process which will facilitate the support they'll provide for students.

Means to assess improvement:
Quarterly analysis of all students' progress in courses (D/F lists)

Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)

Annual analysis of student perceptions of the supports they are receiving (California Healthy Kids Survey)

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.

Professional development/resources:
Peer tutoring program training for intervention specialist/teachers involved with program.

Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.

Means to assess improvement:
Quarterly student surveys on Bruin Time and tutoring program effectiveness.

Quarterly analysis of all students' progress in courses (D/F lists).

Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.).

Weekly analysis of student work/assessments to provide in-class and Bruin Time intervention for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evaluate the mental health/well-being needs of students and allocate resources accordingly.

Professional development/resources:
Training on student mental health needs and interventions for teachers, administrators, counselors, psychologist/ therapists, and intervention specialist.

Means to assess improvement:
Annual analysis of California Healthy Kids Survey results.

Annual analysis on student/parent input on LCAP survey (related to mental health/well-being factors).

Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.

Professional development/resources:

Training for Activities Director and student leaders in Link Crew program implementation.

Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.

Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.

Means to assess improvement:
Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation.

Activities Director will engage student leaders in in-class assessment of their progress toward effective implementation of the Link Crew program on a monthly basis.

Principal and Activities Director will report to and consult with staff on a quarterly basis to share effective strategies and obtain feedback and guidance on next steps.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop alternatives to school suspension that are meaningful and educational for students.

Professional development/resources:
Administrators, counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension.

Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in order to obtain guidance, which may include visits to the various schools.

Restorative Practices will be an alternative to suspension when possible. However, it is understood that suspension, in some cases, remains the most appropriate form of consequence.

Means to assess improvement:

Initial data regarding the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2019.

After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.

A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional training and support for teachers and staff in creating a sense of community in the classroom and building meaningful relationships with and between students.

Professional development/resources:

Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.

Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:
A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.

California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.).

Professional development/resources:
Teachers assigned to teach Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis.

Counselors, administrators, and department chairs will consult with colleagues at other school sites about the rigor and expectations of their A.P. and Honors courses.

Counselors, administrators, and department chairs/teachers will review current policies and guidances and adjust them accordingly in order to ensure a high level of academic rigor and expectation.

Means to assess improvement:
Administrators, counselors, and department chairs/teachers will evaluate current practices in order to uncover inconsistencies and areas for improvement with regard to rigor and expectation.

The course preview and selection process for the following school year will reflect new policies, practices, and guidelines.

Administrators, teachers, and counselors will provide parent/student education nights (as well as information available online) for families of students who wish to enroll in A.P. or Honors courses.

Teachers, counselors, and administrators will review data related to students slated for entry into A.P. and Honors courses to assess their readiness and counsel accordingly.

Departments will work to embed a building sense of rigor and expectation at each grade level that will assist students who are interested in challenging themselves with A.P. or Honors courses in the future.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.

Professional development/resources:
Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff.

Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year.

Administrators and counselors will work with district staff, particularly the district Teacher on Special Assignment for implementation of CTE programs, to determine extra sections that might be funded through grant programs related to CTE.

Administrators, teachers, and counselors will advocate for additional sections for added rigorous, relevant offerings through the district's LCAP Steering Committee process.

Administrators, counselors, department chairs, and the faculty will engage in a lengthy process each spring to determine the most effective use of master schedule sections in order to provide students with the most meaningful, rigorous, engaging curricular program possible with the resources that have been allocated.

Administrators and counselors will assist staff throughout each school year in developing new courses of study and obtaining their approval through the Site and District Curriculum Committees.

Means to assess improvement:
Throughout the master schedule development process each spring, administrators and counselors will obtain informal feedback from staff regarding the proposed offerings.

Student course requests will be evaluated to help determine the appropriate tailoring of the master schedule to their needs and interests.

Students and parents will be surveyed to garner their perspectives on the current course offerings as well as their desires for future offerings.

Administrators and counselors will evaluate student progress toward A-G completion for 4-year universities, CTE program completion, and other indicators of rigorous coursework throughout high school. This data will be compared to previous years in order to identify trends over time.

Data analysis features within the new Student Information System will be utilized to track student progress toward 4-year plan completion.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time.

Professional development/resources:
Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.

Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:
A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.

California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.

Professional development/resources:
Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.

Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to asses improvement:
A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.

California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal 2

Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement specific college/career exploration, research, and readiness components at each grade level.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.

This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

In an effort to provide more support for students, teachers district-wide, in each department, will identify essential standards (boulders, rocks and butterflies), develop pacing guides, create end of unit common assessments aligned to the expected learning outcomes they identified, and use data to provide targeted intervention or enrichment for students. The teachers are being trained district-wide in the PLC (professional learning communities) process which will facilitate the support they'll provide for students.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase Career Technical Education program and pathway offerings as well as the percentage of students who are completing CTE pathways by the time they graduate from Bear River.

Professional development/resources:
This team will meet in the early spring of each school year to discuss potential offerings for the following year.

Counselors will meet with CTE program-enrolled students and their parents to discuss the benefits of pathway completion.

Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expande at Bear River (through grant funds, etc.)

Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.

Means to assess improvement:
Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.

Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase other (non-CTE) elective and enrichment offerings and opportunities.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place.

Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students.

Bear River's staff will work with district staff to explore additional options for students once a common bell schedule has been achieved between the two comprehensive high school sites, Bear River and Nevada Union. This could include the implementation of distance learning options between sites.

Students will be regularly surveyed to gauge their interested related to non-CTE elective and enrichment opportunities.

The Bruin Time schedule will be recreated each quarter to reflect students needs and interests related to enrichment opportunities.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).

Professional development/resources:

Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include visits to loca/similar schools to garner input and ideas that may spark improvement.

Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement.

Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.

This team will investigate the most effective tools and resources needed for strengthening these courses and programs. The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.

Teams of teachers and counselors will develop implementation strategies for each course and program with assistance from their department colleagues. This may include curricular elements that can be delivered by the classroom teacher as well as ancillary resources, such as guest speakers and supplemental tools and resources.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to loca/similar schools where life skills-related education has been implemented in various ways.

This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

Means to assess improvement:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to loca/similar schools where life skills-related education has been implemented in various ways.

This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

Intervention Team (site administration, counselors, intervention specialist, special education teachers, general ed. teachers, etc) will meet weekly to discuss student progress and determine next steps for intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional support and resources for non-college-bound students.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of connecting non-college-bound students with resources and support toward meeting their post-secondary goals.

This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.

Professional development/resources:

Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.

Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site.

This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.

Means to asses improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional education and support regarding four-year college requirements, testing, etc.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.

This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.

Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase internship opportunities for students.

Professional development/resources:
This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year.

Counselors will meet with CTE program-enrolled students and their parents to discuss potential internships.

Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship opportunities can be implemented/expanded at Bear River (through grant funds, etc.)

Means to assess improvement:
Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.

Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.

Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.

LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.

The principal will consult monthly with Site Council representatives to gather input and find solutions to school related issues

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication/Articulation

LEA/LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
LCAP Goal (School Culture and Engagement): Our high schools are a source of deep-seated pride among students, staff, and community.

Goal 3

Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build ongoing partnerships with feeder schools to align curriculum and share knowledge and needs.

Professional development/resources:
Administrators, counselors, and intervention specialist will reach out to establish communication and set up initial meetings with the leadership of each feeder school.

Initial meetings with feeder school personnel will focus on the development and implementation of diagnostic assessments that can be given to 8th graders in the spring of their 8th grade year in order to determine proper course placement in Math and English.

Intervention Specialist will work with Math and English Department Chairs as well as Teachers on Special Assignment to identify appropriate diagnostic tools for 8th graders related to their skills and competencies in Math and English.

Department Chairs and other teachers will begin biennial meetings with their counterparts at the feeder schools to discuss curricular alignment, assessment, and Essential Learning Outcomes at each grade level.

Principal, assistant principal, counselors, and intervention specialist will begin meeting with feeder school counterparts each spring to discuss the class of incoming freshmen with regard to their academic progress, learning needs, behavioral/social concerns, medical/health concerns, attendance, and other factors related to school success.

Bear River principal will meet with Magnolia principal on a monthly basis.

Means to assess improvement:
Spring meetings between administrators, counselors, and intervention specialists of the various schools will be documented and that documentation will reflect heightened knowledge about practices, expectations, and trends.

Spring meetings between intervention specialists, counselors, and teachers regarding the development and implementation of diagnostic assessments will result in viable diagnostic assessments and the data from those assessments will be utilized to place incoming freshmen appropriately into their Math and English classes. Diagnostic assessment data will also be utilized to ensure that needed academic supports are in place for the incoming class of freshmen (such as Math/Reading support classes, etc.)

Meetings between Department Chairs and teachers from the various schools will be documented and that documentation will demonstrate increased common understanding of needs and expectation. As a result, continuity will grow, which will be documented in identified expectations at each grade level.

Spring meetings about the various learning/social needs of incoming freshmen will be documented and that documentation will be utilized to implement necessary supports for that freshman class.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build continuity between Nevada Joint Union High School District schools (particularly the two comprehensive high schools -- Bear River and Nevada Union), to increase student access to opportunities at both school sites (i.e. distance learning courses, ROP(Regional Occupational Programs)-like programs, etc.)

Professional development/resources:
Site administrators will work with the district team of administrators to identify and develop opportunities for increased student access to the district's educational opportunities.

Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell schedule, which will enable the development of new program access opportunities.

Distance learning programs, technology tools, and procedures that have been implemented in other local/similar schools/districts will be studied for potential implementation in the NJUHSD. This research may include visits to schools and districts where distance learning programs have been successfully implemented.

Once a distance learning format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a model.

Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.

New bell schedule is set to be in place for the 2021-22 school year. Bell schedule will be adopted by each comprehensive high school in an effort to share programs.

Means to assess improvement:
Administrative meetings will be documented and that documentation will reflect an increase in student access to district opportunities.

The collaborative work on a common bell schedule that will occur between the teachers and administrators of both comprehensive school sites and the district administration will result in a bell schedule that enables students to access programs and opportunities district-wide.

Once the common bell schedule is in place, distance learning models have been studied, and sufficient training has taken place, a distance learning model will be implemented at both comprehensive school sites.

The effectiveness of the distance learning format will be analyzed by students, parents, and staff to determine areas for growth within this educational model.

Once the common bell schedule is in place, other program opportunities (such as ROP-like programs like Auto Shop) will be evaluated for accessibility to all district students. These new opportunities will be communicated to Bear River students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.

Professional development/resources:
Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college.

Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.

Department Chairs and other teachers will begin biennial meetings with their counterparts at the colleges to discuss curricular alignment, assessment, and Essential Learning Outcomes at each level.

Teachers will obtain additional training in college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and Writing Curriculum) training, which have been developed by the CSU and community college systems.

Site and district teams will develop additional means of evaluating student progress toward college preparedness at each grade level and will utilize this data to adjust teaching and supports as needed.

Means to assess improvement:
Initial meetings between Bear River staff and college representatives will be documented and that documentation will demonstrate increased understanding of college skill-set needs and expectations.

Meetings between Department Chairs and teachers will be documented and that documentation will reflect increased understanding of college-readiness needs and implementation of particular skills/areas of focus at each grade level of high school.

EAP and ERWC courses will continue to be implemented and students engaging in this curriculum will be tracked in terms of their growth related to college readiness.

Formative assessments related to college readiness will be implemented at each grade level and that performance data will be utilized to make adjustments to curriculum, instruction, and assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River.

Professional development/resources:
Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college to discuss dual enrollment options.

Dual enrollment options will be discussed with district administration and will then be shared with Bear River's staff.

Bear River's Site Curriculum Committee will determine viable dual enrollment pathways and will approve and present those to the District Curriculum Committee for approval.

Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation.

Once available, students and parents will be informed of dual enrollment options available to Bear River students.

Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements

Means to assess improvement:
Meetings between Bear River leadership team and college representatives will be documented and this documentation will demonstrate increased understanding of dual enrollment requirements and opportunities.

Meetings of the NJUHSD's administrators will be documented and that documentation will reflect increased understanding of the dual enrollment options that are available to our district's students.

Site and District Curriculum Committee meeting minutes will reflect the approval of dual enrollment options and those options will be visible in our master schedule and course catalogue.

Dual enrollment program success will be evaluated based on student performance as well as student and parent perception data to be garnered through annual surveys.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create meaningful partnerships with local businesses and other local organizations.

Professional development/resources:
This team will meet in the early spring of each school year to discuss potential business partnerships for the following year.

Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways to build partnerships with local businesses and organizations.

Principal and assistant principal will meet with local business and community leaders to discuss partnership ideas related to Bear River's role in the community.

Business and community partners will be recruited by Bear River's administrators, counselors, and teachers to participate in our annual stakeholder input processes, including the Town Hall forum that takes place each spring.

Principal and assistant principal will work with district administrators to develop county-wide partnerships with local businesses and organizations.

Principal and assistant principal will reach out to Bear River parents/families for possible connections to local community partnership opportunities.

Activities Director and student leaders will pursue community partnerships through their leadership activities and community engagement endeavors.

Means to assess improvement:
This team's spring meetings will be documented and documentation will show ideas and action steps needed in order to reach out to local community partners.

Administrators’ meetings with local business and community partners will be documented and this documentation will reflect increased collaborative efforts and planning, which will be evidenced in the months that follow.

District administrative meetings will be documented and this documentation will reflect increased emphasis on community partnerships. Community partners will be present at LCAP Steering Committee meetings and their engagement will be evident in the outcomes of these planning meetings.

Bear River parents will be surveyed regarding local business/community connection points and that data will be analyzed as a launching point for outreach efforts.

The outreach efforts of Activities Director and student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Use of Data/Communication

LEA/LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal 4

Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve communication with parents and students regarding academic progress by course.

Professional development/resources:
Administrators, counselors, and faculty will work to develop a common, agreed-upon timeline for updating of grade information in our Student Information System.

Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.

Departments will collaborate around the topic of common practices for communication with parents and will share their agreed-upon strategies with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:
Parents and students will be surveyed to determine their desires when it comes to communication of academic progress by course.

Training in the new Student Information System will result increased staff ability to convey grade/progress information on a timely basis.

Parents and students will continue to be surveyed annually to assess our progress related to this task.

Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.

Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.

Professional development/resources:
Administrators, counselors, and faculty will work to develop criteria and needs for collection and analysis of student performance data through our new Student Information System.

Staff will receive training on the effective utilization of the new Student Information System's data collection and analysis features.

Departments will collaborate around the topic of student performance data and will share their findings and insights with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

In an effort to provide more support for students, teachers district-wide, in each department, will identify essential standards (boulders, rocks and butterflies), develop pacing guides, create end of unit common assessments aligned to the expected learning outcomes they identified, and use data to provide targeted intervention or enrichment for students. The teachers are being trained district-wide in the PLC (professional learning communities) process which will facilitate the support they'll provide for students.

Means to assess improvement:
Training in the new Student Information System will result increased staff ability to collect and analyze student performance data on a formative basis.

Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.

Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.

Annual reporting of student performance data by subgroup will reflect increased use of data collection and analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evaluate grading practices for consistency, purpose, and equity.

Professional development/resources:
Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for grading in terms of purpose, consistency, and equity.

Staff will receive training on the effective utilization of the new Student Information System’s gradebook and grade reporting features.

Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:
Parents and students will be surveyed to determine their desires when it comes to grading practices.

Training in the new Student Information System will result increased staff ability to utilize grading features in a consistent, purposeful way.

Parents and students will continue to be surveyed annually to assess our progress related to this task.

Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.

Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Emphasize student self-evaluation and tracking of goals and progress throughout high school.

Professional development/resources:
Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for integration of student self-evaluation and tracking of goals and progress.

Staff will receive training on the effective utilization of the new Student Information System's features that may support this endeavor.

Departments will collaborate around the topic of student self-evaluation and tracking of goals and progress and will share their agreed-upon strategies with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Students will take a course titled Get Focused Stay Focused. The capstone course will be taken during their 9th grade year with a follow-up module to be taken each subsequent year. This course will help the students set short term and long term goals in hopes of building a plan for students for college and career.

Means to assess improvement:

Training in the new Student Information System will result increased staff ability to utilize student self-evaluation features in a consistent, meaningful way.

Parents and students will be surveyed annually to assess our progress related to this task.

Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.

Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that sufficient diagnostic assessments are in place for proper course placement.

Professional development/resources:
Administrators, counselors, and faculty will work to develop criteria and needs for diagnostic assessments through our new Student Information System as well as the district's adopted formative assessment platform.

Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features.

Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:
Training in the new Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way.

Parents and students will be surveyed annually to assess our progress related to this task.

Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.

Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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. The current make-up of the SSC is as follows:

1 School Principal

5 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Chris Roberts	Principal
Josie Andrews	Classroom Teacher
Jennifer Weir	Classroom Teacher
Daniel Bussinger	Classroom Teacher
Sandra Helmuth	Classroom Teacher
Jeremy Kerr	Other School Staff
Missy Lorenzo	Other School Staff
Julie Barnum	Parent or Community Member
Laurel Burcham	Parent or Community Member
Jennifer Rodriguez	Parent or Community Member
Sara Kennedy	Secondary Student
Noelle Rivett	Secondary Student
Jenna Hook	Secondary Student
Zoey Moody	Secondary Student

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.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on January 30, 2019.

Attested:

Principal, Chris Roberts on

SSC Chairperson, Jennifer Weir on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019