

School Year: 2022-23

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	March 23, 2023	April 12, 2023

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.

Bear River High School's SPSA (School Plan for Student Achievement) is aligned with the goals, programs, and budgets of the Nevada Joint Union High School District's LCAP (Local Control Accountability Plan) and Bear River High School's WASC (Western Accreditation of Schools and Colleges) Plan. Having the SPSA aligned with both the district LCAP and the site's WASC plan, it maintains fluidity between mission and vision as well as mutual goals between the district and school site. Bear River High School will going through the WASC accreditation 6-year cycle visit during the 2023-24 school year. At that time, a new mission and vision, along with new goals that align with the most recent LCAP will be created.

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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 (Spring 2022)

The CA Healthy Kids Survey (CHKS for students), the School Climate Survey (for Staff), and the Parent Survey (Fall 2022)

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 observed twice per year. Tenured teachers have, until 2021, 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.

*Teachers have supplemented their instructional practices with LCD projectors, Chromebooks, interactive boards, ELMO visual presenters and other technologies as funds have allowed. All teachers use the learning management system, Schoology, to post grades, upload assignments, administer assessments, and provide online lessons that students can access from home. This same LMS also allows parents to access their student's grades from home.

Below are the findings of classroom and programs:

*Teachers are working to implement teaching strategies that are aligned with the California State Standards, including an increased emphasis on student collaboration, communication, inquiry, and problem-solving in all classroom settings. Teachers have also worked within districtwide collaborative teams to adopt common essential learning outcomes (ELO's), districtwide common pacing guides, and districtwide common assessments through site and district Professional Learning Communities (PLC).

*Teachers are working to implement school-wide literacy initiatives in all content areas, including practice of annotation, summarizing, and analytical/evidence-based writing skills. FastForward provides valuable data which teachers use to give students timely intervention through both in-class support and flex time support.

*With Chromebooks readily available to students and teachers, the faculty is engaged 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. Through the PLC (Professional Learning Communities) training that the teachers have received (provided by Solution Tree), teachers have developed common benchmark assessments. Teachers use this data to drive Tier I instruction and provide targeted and timely intervention for students. This intervention is provided during in-class support and flex time intervention.

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. Through the PLC (Professional Learning Communities) training that the teachers have received (provided by Solution Tree), teachers have developed common benchmark assessments. Teachers use this data, from the benchmark assessments, to drive Tier I instruction and Tier I and II intervention. This intense intervention is provided during flex time and in the special education setting.

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 assist them in 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 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. The next cycle of textbook adoption will be Science, that incorporate NGSS (Next Generation Science Standards) as well as Social Science Curriculum.

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 implementing 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. In the 2019-20 school year, Bear River High School's Math, English, Social Science, and Science departments all started training in PLC's (Professional Learning Communities) in an effort to adopt essential standards, create and use common benchmark assessments, and provide targeted intervention and enrichment opportunities for all students. During the 2020-21 school year, all departments on campus started the same work, started by Math, English, Social Science and Science during the 2019-20 school year, with PLC's. This includes VAPA (Visual and Performing Arts), CTE (Career Technical Education), PE (Physical Education and Health, World Language (Spanish) and Special Education departments. This work has continued extensively this school year (2021-22) with the addition of Flex Time, where students can receive intervention, as well as development of course pacing guides and common benchmark assessments. During the 2022-23 school year, site work has extended to districtwide PLC's and districtwide essential learning outcomes, districtwide pacing guides and districtwide common assessments.

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. As one of the district's ongoing initiatives, Solution Tree is providing training for all teachers in PLC's (Professional Learning Communities). For the 2022-23 school year, each department met for two full-day trainings in this area. These trainings were with both NU and Bear River and in some cases also include North Point Academy and Silver Spring School. This is an ongoing training provided by the district.

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. During collaboration time, teachers meet in their specific departments to discuss student needs and concerns and to schedule students into Flex Time for the week to receive targeted and timely intervention or extension. To determine student placement for Flex Time, teachers use benchmark assessment data and any other data that could assist in this process.

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 and common benchmark 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.

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 as well as FastForward.

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. Credit recovery courses (APEX) are available for all core content areas. Students may also seek academic assistance and support four times per week during Flex Time. Our Flex Time system is embedded daily time for intervention and enrichment. Students needing intervention/remediation are scheduled into very small remediation Flex 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. During the 2020-21 school year, due to the COVID-19 pandemic, Bruin Time was replaced temporarily with teacher Office Hours (on Wednesdays). Students met with a teacher via Zoom to discuss grades and receive targeted intervention. Once students returned to campus, Flex Time was re-implemented to meet the needs of students the way it was originally intended. Bear River adopted a new bell schedule (4x8) prior to the 2022-23 school year. This schedule has Flex Time, along with Advisory, built in.

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. Most recently (2019-20 school year), teachers received training in implementing effective PLC's. In the PLC's, teachers can desegregate and analyze data to drive Tier I instruction and provide timely and targeted intervention and enrichment. This training, in PLC's, has continued during the 2020-21, 2021-22 and 2022-23 school years.

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. McKinney Vento, the National Center for Homeless Youth and Education, is also a service that's provided through county assistance (NCSOS).

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

Educational Partner 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. Once the school's site council has approved the SPSA, it will go the NJUHSD school board for approval. This happens at the March board meeting each school year.

Resource Inequities

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

N/A (2022-23 school year)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.34%	1.5%	0.73%	8	8	4
African American	0.33%	0.4%	0.91%	2	2	5
Asian	1%	0.9%	0.55%	6	5	3
Filipino	0%	0.4%	0.55%	0	2	3
Hispanic/Latino	11.87%	13.1%	14.44%	71	70	79
Pacific Islander	0.33%	0.2%	%	2	1	
White	80.94%	77.8%	76.60%	484	416	419
Multiple/No Response	4.18%	5.8%	6.22%	25	31	34
Total Enrollment				598	535	547

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	157	129	158
Grade 10	163	137	132
Grade 11	147	142	121
Grade 12	131	127	136
Total Enrollment	598	535	547

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 78% with Hispanic/Latino students next just under 14%.
2. Bear River High School's total enrollment continues to fall from 611 in the 2017-18 school year to 598 total students in the 2019-20 school year to 535 in the 2020-21 school year. There are many factors at play when analyzing a decrease in student enrollment. At this time, the most obvious factors are cost of living in this area and the number of educational options now available to students and their families in Nevada County. Covid had a direct affect on enrollment as during distance learning, many families chose to go elsewhere for their online learning option or, while Bear River High School was full distance, an in-person option that met their needs. 2021-22 school year saw an increase in enrollment to 547 students.
3. The future outlook of enrollment looks promising. Not only are the feeder school enrollments up, but we're also starting to see an influx of out of district students electing to attend Bear River. During the COVID-19 pandemic, Bear River saw many students choose to attend schools that were meeting in person or schools that specialize in distance education/home school as Bear River, and the NJUHSD, went to an online only platform. This school year, Bear River saw it's numbers increase a little as some of these families that left returned as Bear River went back to in-person education.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	6	3	2	1.0%	0.60%	0.4%
Fluent English Proficient (FEP)	13	14	24	2.2%	2.60%	4.4%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	0.20%	0.0%

Conclusions based on this data:

1. Due to the low population of English Learners on campus the number or reclassified students continues to remain low.
2. Bear River High School serves a small population of Hispanic/Latino students.

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 Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	139	138	115	136	131	112	136	131	112	97.8	94.9	97.4
All Grades	139	138	115	136	131	112	136	131	112	97.8	94.9	97.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2659.	2632.	2568.	39.71	32.82	18.75	42.65	36.64	24.11	13.97	18.32	27.68	3.68	12.21	29.46
All Grades	N/A	N/A	N/A	39.71	32.82	18.75	42.65	36.64	24.11	13.97	18.32	27.68	3.68	12.21	29.46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	52.21	29.77	21.43	40.44	58.02	50.89	7.35	12.21	27.68
All Grades	52.21	29.77	21.43	40.44	58.02	50.89	7.35	12.21	27.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	53.68	34.35	13.39	40.44	51.91	56.25	5.88	13.74	30.36
All Grades	53.68	34.35	13.39	40.44	51.91	56.25	5.88	13.74	30.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	34.56	19.08	14.29	63.24	72.52	67.86	2.21	8.40	17.86
All Grades	34.56	19.08	14.29	63.24	72.52	67.86	2.21	8.40	17.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	44.85	34.35	21.43	52.21	61.83	65.18	2.94	3.82	13.39
All Grades	44.85	34.35	21.43	52.21	61.83	65.18	2.94	3.82	13.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Bear River's performance on the CAASPP during the 2021-22 school year was considerably lower than previous years. Bear River staff (specifically Math, English and Science) have met on several occasions this school year to address the CAASPP results and have a plan in place to improve scores. Students will take the CAASPP interim benchmark assessments, including the performance tasks, to familiarize them with the assessment.
2. Our rate of participation in the CAASPP exam during the 2021-22 school year was over 97%. This was considerably higher than that of the state average.
3. Covid continues to affect our students and the learning loss remains evident in low standardized test scores across the Nation.

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 Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	138	138	114	136	0	111	136	0	111	98.6	0.0	97.4
All Grades	138	138	114	136	0	111	136	0	111	98.6	0.0	97.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2635.		2569.	19.85		9.01	33.09		18.92	28.68		30.63	18.38		41.44
All Grades	N/A	N/A	N/A	19.85		9.01	33.09		18.92	28.68		30.63	18.38		41.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	31.62		12.61	41.91		50.45	26.47		36.94
All Grades	31.62		12.61	41.91		50.45	26.47		36.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27.21		13.51	55.88		56.76	16.91		29.73
All Grades	27.21		13.51	55.88		56.76	16.91		29.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	25.74		8.11	61.76		67.57	12.50		24.32
All Grades	25.74		8.11	61.76		67.57	12.50		24.32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Bear River's performance on the CAASPP during the 2021-22 school year was considerably lower than previous years. Bear River staff (specifically Math, English and Science) have met on several occasions this school year to address the CAASPP results and have a plan in place to improve scores. Students will take the CAASPP interim benchmark assessments, including the performance tasks, to familiarize them with the assessment.
2. Our rate of participation in the CAASPP exam during the 2021-22 school year was over 97%. This was considerably higher than that of the state average.
3. Covid continues to affect our students and the learning loss remains evident in low standardized test scores across the Nation.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades										4	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The Initial ELPAC was administered beginning July 1, 2018, and is now year-round (July 1–June 30).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	23.8	0.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bear River High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	0.4
Foster Youth		
Homeless	6	1.1
Socioeconomically Disadvantaged	130	23.8
Students with Disabilities	72	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	4	0.7
Asian	3	0.5
Filipino	3	0.5
Hispanic	79	14.4
Two or More Races	34	6.2
Pacific Islander		
White	419	76.6

Conclusions based on this data:

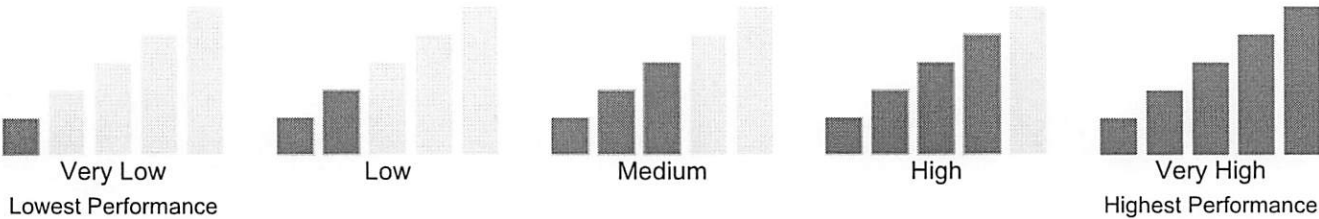
1. Bear River High School serves a semi-diverse student demographic. However, the majority of its students are white at just under 78% with Hispanic/Latino students next at just over 13%.
2. The socioeconomically disadvantaged student population is around 22%. In conversation with our feeder school district, PRUSD (Pleasant Ridge Union School District), we've determined that this number is low given our understanding of our district boundaries as well as the increasing amount of low income housing in the area. This number has definitely been affected by the COVID pandemic as now all students receive a free breakfast and lunch meaning less families need to fill out the Low Income Free and Reduced Lunch Application despite urging from the district and site administration.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students		
<div>Academic Performance</div> <div>English Language Arts</div> <div>Low</div>	<div>Academic Engagement</div> <div>Graduation Rate</div> <div>Very High</div>	<div>Conditions & Climate</div> <div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

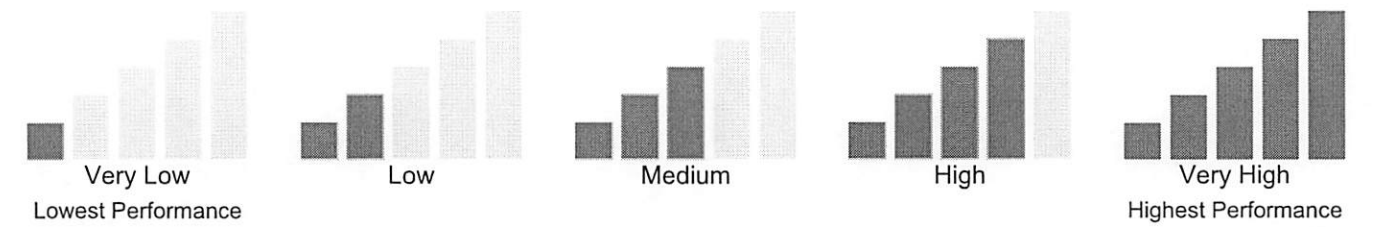
1. Improving the overall CAASPP results remains a high priority for the Bear River High School staff. The staff will continue to implement MTSS (Multi-tiered System of Supports) to provide students with intervention in the areas of Math and English as well as extension in these areas. Desegregating and analyzing data during the PLC process is also key in providing timely intervention.
2. Bear River High School scored high in Graduation Rate. Bear River will strive to keep this area a positive result on the Dashboard while continuing to look for ways to improve these areas year after year.
3. Suspension Rate and CAASPP scores are the top areas 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). All of this Data is based on the Dashboard for the 2021-22 school year.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




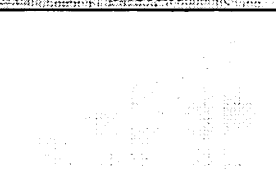
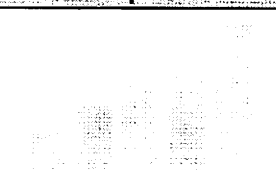
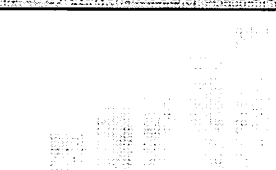
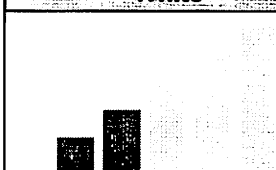
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low 13.3 points below standard 106 Students</p>	<p>No Performance Level 1 Student</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>No Performance Level 1.5 points above standard 29 Students</p>	<p>No Performance Level 117.6 points below standard 15 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Level 1 Student</p>		 <p>No Performance Level 1 Student</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Level 58.4 points below standard 19 Students</p>	 <p>No Performance Level 6 Students</p>		 <p>Low 9.2 points below standard 79 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	1 Student	12.3 points below standard 101 Students

Conclusions based on this data:

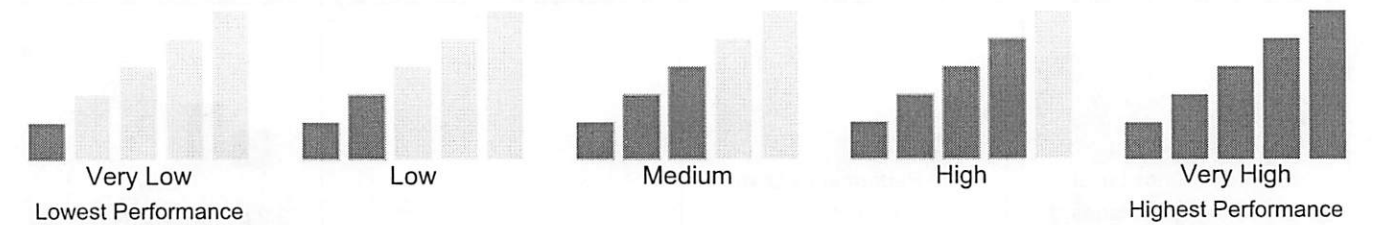
1. Bear River's performance on the CAASPP during the 2021-22 school year was considerably lower than previous years. Bear River staff (specifically Math, English and Science) have met on several occasions this school year to address the CAASPP results and have a plan in place to improve scores. Students will take the CAASPP interim benchmark assessments, including the performance tasks, to familiarize them with the assessment.
2. Our rate of participation in the CAASPP exam during the 2021-22 school year was over 97%. This was considerably higher than that of the state average.
3. Covid continues to affect our students and the learning loss remains evident in low standardized test scores across the Nation.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



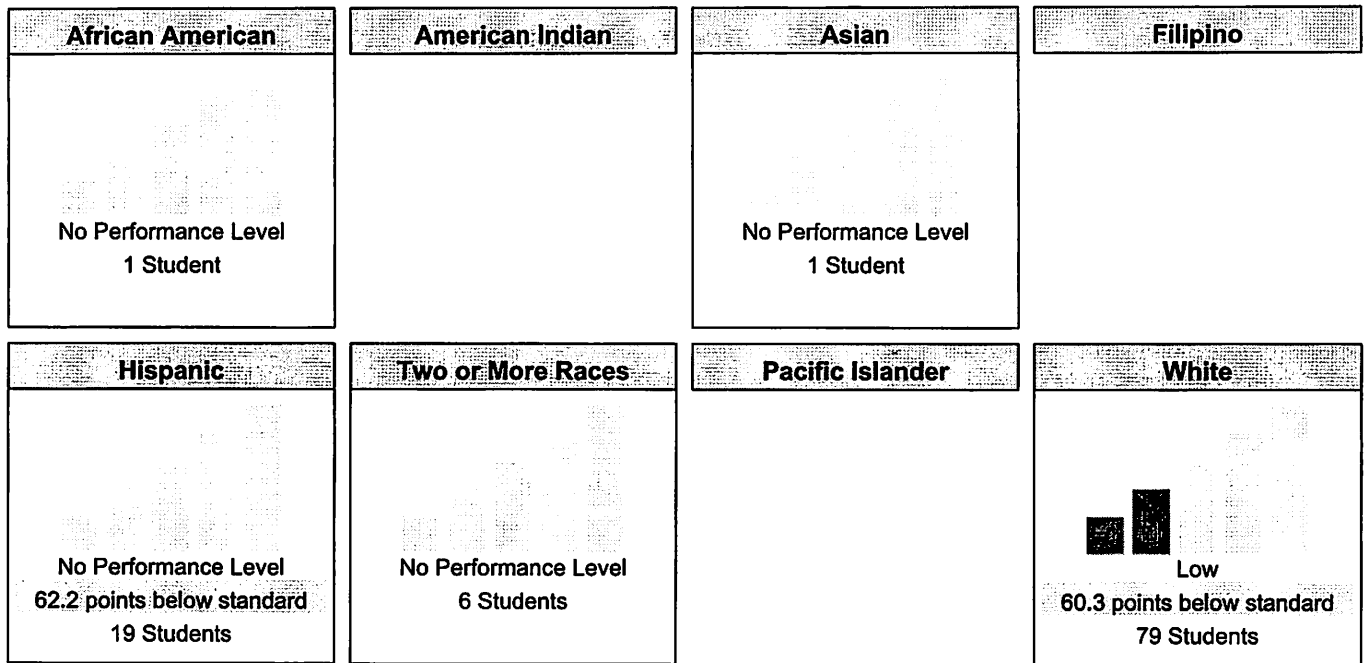
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium 58.7 points below standard 106 Students</p>	<p>No Performance Level 1 Student</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>No Performance Level 58.5 points below standard 29 Students</p>	<p>No Performance Level 193.7 points below standard 15 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	1 Student	57.2 points below standard 101 Students

Conclusions based on this data:

1. Bear River's performance on the CAASPP during the 2021-22 school year was considerably lower than previous years. Bear River staff (specifically Math, English and Science) have met on several occasions this school year to address the CAASPP results and have a plan in place to improve scores. Students will take the CAASPP interim benchmark assessments, including the performance tasks, to familiarize them with the assessment.
2. Our rate of participation in the CAASPP exam during the 2021-22 school year was over 97%. This was considerably higher than that of the state average.
3. Covid continues to affect our students and the learning loss remains evident in low standardized test scores across the Nation.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Level making progress towards English language proficiency</p> <p>Number of EL Students: 2 Students Performance Level: No Performance Level</p>

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High

High

Medium

Low

Very Low

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

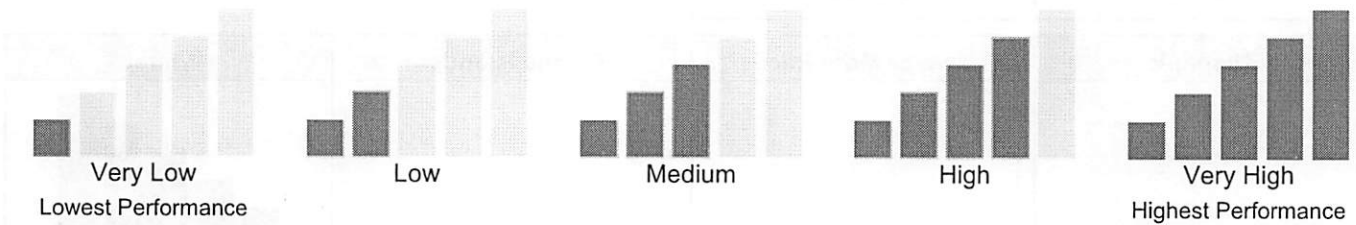
Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



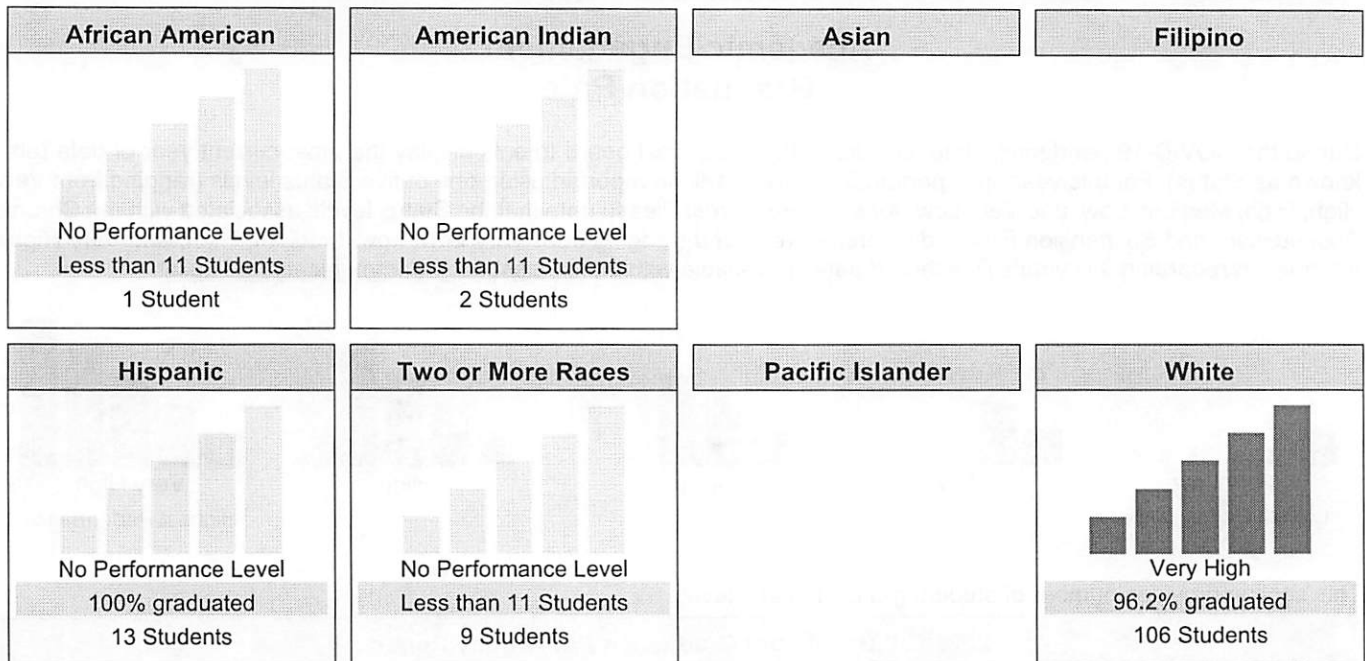
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High 96.9% graduated 131 Students</p>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 3 Students</p>	<p>Very High 100% graduated 45 Students</p>	<p>No Performance Level 94.1% graduated 17 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

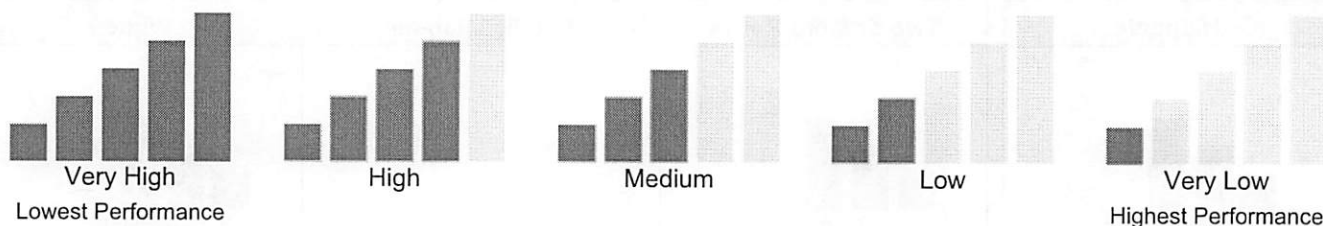
1. Bear River High School's graduation rate is 96.9% which is up from the previous year by .3% and almost 2% from two years ago.
2. Bear River High School has a 100% graduation rate for students who are socioeconomically disadvantaged.
3. Bear River has a 94.1% graduation rate for students with disabilities.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



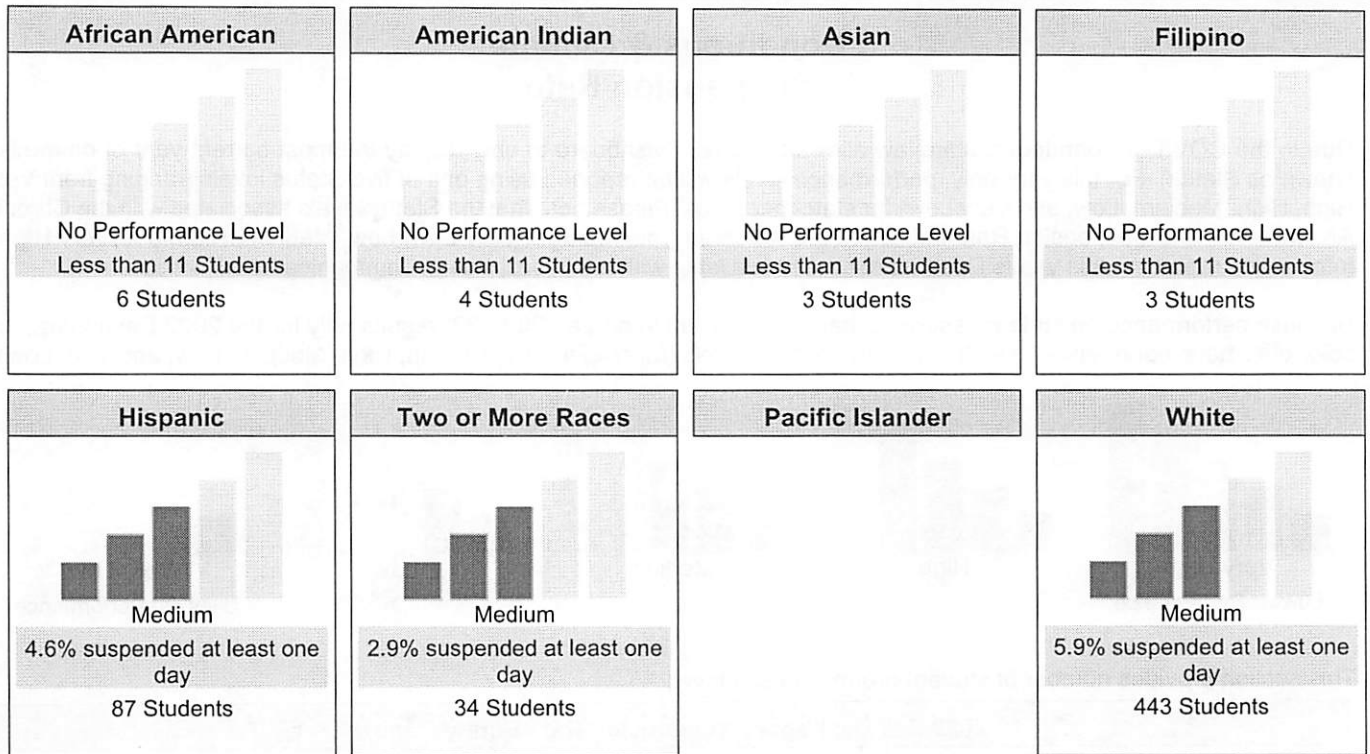
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	1	3	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>5.5% suspended at least one day</p> <p>580 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>High</p> <p>8.9% suspended at least one day</p> <p>169 Students</p>	<p>Very High</p> <p>10.7% suspended at least one day</p> <p>75 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Even though the overall indicator for suspension rate is in the Medium range, Bear River's socioeconomically disadvantaged students and students with disabilities suspension rate is in the high to very high range and are our focus for improvement.
2. 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 to bi-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 FlexTime, 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.

Use data from common benchmark assessments to frame and shape intervention. This will allow teachers to provide a more targeted, by the standard, approach to intervention.

Means to assess improvement:

Quarterly student surveys on FlexTime 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.

Just as with academic intervention, provide targeted socio-emotional intervention utilizing the data from the California Healthy Kids Survey as well as other mental health surveys offered during the school year.

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 support structure for freshmen and other new students. Provide a smooth transition from 8th grade to 9th grade for incoming students.

Professional development/resources:

Training for Activities Director and student leaders in Link Crew program implementation (Summer 2022).

Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation (2022-23 school year).

Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation (2022-23 school year).

Means to assess improvement:

Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation (2022-23 school year).

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 (2022-23 school year).

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 to bi-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.

WAYS (Restorative Accountable Youth Solutions), a program funded by a joint grant from NJUHSD and NCSOS, will provide training in Restorative Practices for staff as well as provide support in peer court and Restorative Practices on the Bear River campus.

Means to assess improvement:

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.

California Dashboard will also provide assessment as to the progress the school is making in terms of suspension rate.

The grant received, for WAYS, has an annual evaluation process that the Bear River HS leadership will assist in completing.

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 an 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 to bi-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.).

School will look for opportunities to expand their AP course offerings to meet the needs and interests of its students.

Bear River High School started the 4x8 bell schedule this school year (2022-23). With this change, students are able to take more classes and have more options to take AP courses as well as more elective courses.

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 guidelines 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:

On-going training in Synergy (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, site Guiding Coalition (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.

Explore ways to improve the online registration format to make it more user friendly and easier to use the data for scheduling purposes.

Bear River High School started the 4x8 bell schedule this school year (2022-23). With this change, students are able to take more classes and have more options to take AP courses as well as more elective courses.

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 an 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.

During scheduled PLC (Professional Learning Communities) time, teachers will be given the opportunity to collaborate with their departments (districtwide as well) to discuss improving instructional strategies by sharing "what works" with each other and sharing ideas for improvement.

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 to bi-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 school-wide.

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.

The District's Race and Unconscious Bias task force will provide professional development opportunities for both staff and students to improve multicultural awareness/education.

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 (2022-23 school year).

The principal will consult monthly to bi-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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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.

Bear River High School continues to make huge strides in addressing the needs of students, both academically and socio-emotionally by providing rigorous academic programs, enriching extracurricular programs and experiences, and strong CTE programs that prepare students for life after high school in either post secondary education or career. Bear River recognizes that many students, in their high school journey, will need either academic or emotional support. As such, resources have been allocated to support these students. To meet this goal over the past year, Bear River High School and the Nevada Joint Union High School District have made significant changes. The first change was a new bell schedule. Nevada Union High School (the other comprehensive high school in the district) went to a 4x8 bell schedule during the 2021-22 school year. Bear River followed suit and adopted the same bell schedule for the 2022-23 school year. This meant that students would be on an alternating block schedule, something that Bear River students were already familiar with, but with 8 classes instead of the 6 that they'd had in previous years. This bell schedule allows students to take more electives, focus more intently on academics and have room in their schedule to make up courses they may have been unsuccessful with the first time around. This schedule also has a built-in Advisory period and Flex Time period. The Advisory period is a short, 15 minute period where students check-in with their Advisory teacher, a teacher they'll have for all 4 years of high school, and can do any of the following: backpack checks to help with organizational skills, SEL lessons to assist with socio-emotional needs, team building activities, and sign up for their Flex Time for the week. Flex Time is similar to the Bruin Time that Bear River has used for many years but with some big changes. First, Flex Time is for all students. Bruin Time in the past was for all 9th and 10th graders and only 11th and 12th graders that needed it. Second, it is after the first period of the day instead of at the end of the day. We've found this to be more effective as the time of day is better for intervention and processing and students are less likely to be called out or leave campus as it was when it was at the end of the day. And, lastly, we're using a scheduling tool called FlexiSched that allows us to schedule students into specific intervention periods based upon their needs.

The metric used to assess progress in Goal #1 is the CAASPP assessment. After many years of continued improvement toward our goal of a 5% increase in CAASPP of students that met or exceeded the standard, and achieving the goal each of the years this goal was put in place on the SPSA, this past year was a dramatic setback for this goal with Bear River falling under the state average in both ELA and Math. Despite these results being a possible anomaly, we continue to find ways to improve in this goal through intervention, test preparation (interim benchmark assessments) and identifying the essential learning outcomes necessary to have success on the CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bear River High School has come to the end of their WASC cycle and the WASC visiting committee will be coming to the school during the 2023-24 school year to start the new cycle. During that time, new goals, mission and vision and expected school-wide outcomes will be implemented. The goals, mission and vision and expected school-wide outcomes will be included in the 2023-24 SPSA.

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 receiving ongoing training district-wide in the PLC (professional learning communities) process which will facilitate the support they'll provide for students. All departments are now fully engaged in the PLC work.

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 to bi-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.

Bear River High School started the 4x8 bell schedule this school year (2022-23). With this change, students are able to take more classes and have more options to take AP courses as well as more elective courses. Sharing a common bell schedule with Nevada Union and Silver Springs give BR students the ability to take classes at these other sites that aren't available at Bear River.

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/expand 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 to bi-monthly with Site Council representatives to gather input and find solutions to school related issues.

California Dashboard will provide data on College and Career Readiness rates.

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 High School started the 4x8 bell schedule this school year (2022-23). With this change, students are able to take more classes and have more options to take AP courses as well as more elective courses. Sharing a common bell schedule with Nevada Union and Silver Springs give BR students the ability to take classes at these other sites that aren't available at Bear River.

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 to bi-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, Get Focused Stay Focused, 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 local/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 can be done during Site Council.

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.

Guiding Coalition (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 (2022-23 school year).

The principal will consult monthly to bi-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 local/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

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 (2022-23).

The principal will consult monthly to bi-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. Flex time is a perfect time to offer these class lessons.

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

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 (2022-23).

The principal will consult monthly to bi-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. Flex time is a perfect time to offer these class lessons.

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 (2022-23).

The principal will consult monthly to bi-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 (2022-23).

The principal will consult monthly to bi-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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #2: Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Bear River High School continues to make huge strides in preparing every Bear River student for life after high school by providing rigorous academic programs, enriching extracurricular programs and experiences, and strong CTE programs that prepare students for life after high school in either post secondary education or career. Bear River has an amazing staff that, day in and day out, provide a rigorous learning environment for their students. Aside from that, Bear River teachers are on the cutting edge of the latest technology and educational options for the students. An example of that are the classes that we offer. Our local industry partners approached us with a need of students that we we versed in the construction trades field. So, Bear River hired an incredible CTE teacher who had industry experience in construction trades and offered a Residential and

Commercial Construction class. The student response was overwhelming and the teacher has taken that class to new heights! We're hoping to offer more sections next school year. The Residential and Commercial Construction class is an introductory class in the construction trades CTE pathway. During the 2023-24 school year, Bear River will be offering the Advanced RCC course as the concentrator and then, the following year, the Advanced RCC Intern class which is the capstone. Ideally placing students with our local industry partners!

Another way Bear River addressed this goal was a bell schedule change. Nevada Union High School (the other comprehensive high school in the district) went to a 4x8 bell schedule during the 2021-22 school year. Bear River followed suit and adopted the same bell schedule for the 2022-23 school year. This meant that students would be on an alternating block schedule, something that Bear River students were already familiar with, but with 8 classes instead of the 6 that they'd had in previous years. This bell schedule allows students to take more electives, focus more intently on academics and have room in their schedule to make up courses they may have been unsuccessful with the first time around. This schedule also has a built-in Advisory period and Flex Time period. The Advisory period is a short, 15 minute period where students check-in with their Advisory teacher, a teacher they'll have for all 4 years of high school, and can do any of the following: backpack checks to help with organizational skills, SEL lessons to assist with socio-emotional needs, team building activities, and sign up for their Flex Time for the week. Flex Time is similar to the Bruin Time that Bear River has used for many years but with some big changes. First, Flex Time is for all students. Bruin Time in the past was for all 9th and 10th graders and only 11th and 12th graders that needed it. Second, it is after the first period of the day instead of at the end of the day. We've found this to be more effective as the time of day is better for intervention and processing and students are less likely to be called out or leave campus as it was when it was at the end of the day. And, lastly, we're using a scheduling tool called FlexiSched that allows us to schedule students into specific intervention periods based upon their needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bear River High School has come to the end of their WASC cycle and the WASC visiting committee will be coming to the school during the 2023-24 school year to start the new cycle. During that time, new goals, mission and vision and expected school-wide outcomes will be implemented. The goals, mission and vision and expected school-wide outcomes will be included in the 2023-24 SPSA.

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 to discuss articulation and smooth transition from 8th grade to 9th grade.

Solicit access, yearly, of incoming 8th grade reading scores/math scores so as to provide courses that meet the need of the incoming students.

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, CTE 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.

Bear River High School started the 4x8 bell schedule this school year (2022-23). With this change, students are able to take more classes and have more options to take AP courses as well as more elective courses. Sharing a common bell schedule with Nevada Union and Silver Springs give BR students the ability to take classes at these other sites that aren't available at Bear River.

New bell schedule will have intervention time (Flex Time) embedded in the school day.

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.

With the common bell schedule in place, distance learning models will be studied, and sufficient training will take 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.

With the common bell schedule 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.

Look for opportunities to provide dual-enrollment courses for BRHS students.

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 (Guiding Coalition) 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.

Principal will make every effort to include local business partners on school Site Council.

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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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.

To address this goal, Bear River teachers meet quarterly with staff from Magnolia Middle School, Bear River's primary feeder school, to collaborate. Teachers collaborate on curriculum, teaching styles, grading practices, and expected learning outcomes for our in-coming 9th graders. This hasn't been as consistent over the past couple of years due to Covid and a continual turnover in administrative personnel. However, this year in an effort to re-build this bridge, counselors have reached out multiple times to the counselor at Magnolia, working together to identify Tier Two and

three students, and to create a seamless transition for incoming ninth graders. Based on the feedback a survey given, Magnolia students and staff said that this years Future Bruin Day and Night were the best they had seen in years. Counselors are also visiting all feeder schools including schools that they had not prior visited such as Lyman Gilmore to promote Bear River High School. They are visiting Magnolia to help schedules students and making appointments with any incoming families who request help with their schedule requests and creation of a four year plan. Special Education teachers are also working with feeder schools to assist students with an IEP in making appropriate schedules. Math teachers are also working with Magnolia to place students who are socially promoted into a math lab in order to place them immediately into a Tier Two Intervention in order to set them up for success. Our collaboration with Sierra College has become a very involved working partnership as counselors collaborate weekly with a transition specialist, pulling seniors in for weekly meetings to help prepare them for next steps such as FAFSA, registration, and completing a required student survey. One of our counselors is a liaison with Sierra to assist students in choosing their classes for fall.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bear River High School has come to the end of their WASC cycle and the WASC visiting committee will be coming to the school during the 2023-24 school year to start the new cycle. During that time, new goals, mission and vision and expected school-wide outcomes will be implemented. The goals, mission and vision and expected school-wide outcomes will be included in the 2023-24 SPSA.

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 ongoing training on the effective utilization of the 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.

Schoology will be used schoolwide by all teaching staff as a common student learning program where students and parents can access students' grades, assignments, assignment calendar, etc.

Means to assess improvement:

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

Ongoing training in the Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful 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.

The principal will consult monthly to bi-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

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 ongoing training on the effective utilization of the 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. All departments have now received training in developing essential standards and are developing common benchmark assessments that will provide data to facilitate targeted intervention.

Means to assess improvement:

Ongoing training in the Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way.

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 ongoing training on the effective utilization of the 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.

Ongoing training in the Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful 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 ongoing training on the effective utilization of the 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.

Schoology will be used schoolwide by all teaching staff as a common student learning program where students and parents can access students' grades, assignments, assignment calendar, etc.

Means to assess improvement:

Ongoing training in the 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)

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 ongoing training on the effective utilization of the 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.

Work with Magnolia Middle School to gain early access to reading scores as well as math scores to allow for proper placement in 9th grade as well as to provide appropriate intervention for students in need.

Means to assess improvement:

Ongoing training in the 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)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #4: Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Our math department has utilized data effectively to create a math lab program for students who are in grades 10-12 that have not passed Integrated One yet, placing them in side-by-side math classes where they have math every day; one class as Integrated One and the other as a support to help foster greater understanding. The data on this class shows tremendous growth. Due to the success, they are looking at incoming ninth grade data to place students who are classified as academically at risk into a lab program from the start of their freshman year. Teachers are using assessment data to place at risk students into targeted intervention during flex time in order to increase skills and retention. All students take a math and reading assessment upon entry to Bear River. Based on this data, students receive targeted intervention such as Academic Literacy, which is a guaranteed and viable curriculum to help bolster reading skills. Teachers are working in professional learning communities, using data to guide instruction, identify tier two and three students, referring them to flex intervention or to our intervention specialist.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bear River High School has come to the end of their WASC cycle and the WASC visiting committee will be coming to the school during the 2023-24 school year to start the new cycle. During that time, new goals, mission and vision and expected school-wide outcomes will be implemented. The goals, mission and vision and expected school-wide outcomes will be included in the 2023-24 SPSA.

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)
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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 (\$)
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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
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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
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Expenditures by Goal

Goal Number	Total Expenditures
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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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chris Roberts	Principal
Elizabeth Jens	Classroom Teacher
Missy Lorenzo	Other School Staff
Jeremy Kerr	Classroom Teacher
Jessica Lee	Classroom Teacher
Nanci Smith	Classroom Teacher
Mike Lyman	Parent or Community Member
Rachel West	Parent or Community Member
Jessica Genovese	Parent or Community Member
William Marchi	Secondary Student
Olivia DesAutels	Secondary Student
Ruth Rivett	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 March 23, 2022.

Attested:



Principal, Chris Roberts on March 23, 2023



SSC Chairperson, Rachel West on March 23, 2023

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

Educational Partner 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019