The Single Plan for Student Achievement

School: Bear River School

CDS Code: 58727516056816

District: Wheatland School District

Principal: Angela Gouker

Revision Date: August 21, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Angela Gouker

Position: Principal

Phone Number: (530) 633-3135

Address: 100 Wheatland Park Dr
Wheatland, CA, 95692

E-mail Address: agouker@wheatland.k12.ca.us

The District Governing Board approved this revision of the SPSA on 9/27/17.

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School Vision and Mission

Bear River School's Vision and Mission Statements
District Mission:

Key
Instruction for the
Development of
Student learning and growth

Vision:

Bear River School believes in hosting an exceptional staff that creates a safe, caring environment and who work to ensure the academic success of every child. High expectations are paired with effective instructional skills and layers of intervention. Staff partner with families to create an inclusive, fun, and rigorous learning environment for children. As our partners, staff and families instill the value of education.

School Profile

Bear River School serves approximately 404 students in grades 6-8, and 166 students in the 4th and 5th grades. The school is located in the town of Wheatland and receives students from two district elementary schools, Lone Tree Elementary School and Wheatland Elementary School. Bear River students come from the City of Wheatland, its outlying communities Beale Air Force Base and inter-district transfers from Plumas Lake School District, Marysville Joint Unified School District, Yuba City Unified District and Western Placer Unified School District. The student population shows some cultural diversity with 22% Hispanic, 4% Asian, 4% Afro-American, 58% White, Multiple 10% and 2% other ethnic groups. Currently 47% of students are socioeconomically disadvantaged. These demographics are representative of a typical school year. Last year the student attendance rate was 95%.

Bear River Middle School enjoys community support from local business in support of core classes and our elective programs. We are fortunate to have community members and parents volunteering in classrooms and assisting with various school projects. The District's Grant Services Program has provided additional funding and staffing to support a very successful Family Resource Center which provides services to families and direct support to our students during the school day.

SCHOOL CLIMATE
The staff at Bear River Middle School works collaboratively to ensure academic success with their students. Teachers articulate strategies and programs that have proven effective as well as share data and information.

All students meet in a homeroom each morning. Here they have the opportunity to connect with their peers and one particular teacher. This teacher then becomes the "home base" for that student to make home-school contacts and assist those students who may be having difficulties as well as rewarding those that are doing well. Daily bulletins are broadcast through the BR TV system.

The Bear River staff is deeply committed to providing and maintaining a strong discipline policy for students. We believe that all students have the right to a quality education. We firmly believe that each student has the right to attend school where they can learn and play in a positive, safe, threat-free environment. To accompany the enforcement of our discipline policy, we believe that it is important to recognize students who have shown achievement academically and socially. These students are honored through our Renaissance program. Renaissance is a proven student enrichment and recognition program that empowers our students and educators to re-energize their educational atmosphere and create and seize new opportunities for success. The Renaissance program promotes positive behavior, positive grades, and positive school and personal accomplishments for all students at Bear River Middle School.

Bear River contracted with D-Prep to create a universal safety plan. Last year our safety team was recertified with D-Prep. The site maintains communication with local law enforcement and safety personnel. We hold 2 intruder drills a year in conjunction with local law enforcement.

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).

Bear River uses Survey Monkey to survey staff about site needs periodically.

Classroom Observations

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

There are several different type of classroom observations conducted throughout the school year. Formal and informal observations by the site administrator are done to provide teachers' instructional feedback according to the district/school priorities. Informal observations may include time to offer instructional support and/or modeling of instructional practices as well as to collect data on the implementation of the district initiatives and best practices which are focused priorities. Finally, formal observations will be conducted for those who have a formal observation requirement for the school year as per district contract.

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

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

    Our school team collects information on the progress of our students using state testing results. In addition to this measure of assessment, our grade level teams are also analyzing curricular assessments. Analysis of results show that although not all students show proficiency across all areas, they do demonstrate growth. This year Bear River will have a focus on reviewing formative assessment results, STAR reading and STAR Math to monitor student growth. Staff will also begin preparing benchmark assessments using the new curricular adoption to guide instruction and differentiation according to student need. Grade level collaboration will occur at monthly minimum day release times to analyze student achievement data together and plan instructional sequences that reflect areas of studnet need. Furthermore, teachers wil identify target standards, discuss and agree on instructional strategies to address low areas.

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

    Formative and summative assessments will be administered on a regular basis to monitor progress on standards, in both language arts and math. Teachers and Principal will analyze assessment data and plan next steps for appropriate interventions. Grade levels will collaborate and use data to plan targeted intervention cycles to promote proficiency.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    30 of the 31 teachers meet the requirements for highly qualified staff. One teacher is finishing their credential, but was hired to fill the position because of their extensive behavioral background.

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

    Staff has access to all state adopted materials. Ongoing professional development is provided in the new Math and ELA adoptions. Staff is also provided with collaboration time that supports student intervention and the continuous refinement and improvement of instructional practices.

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

    Staff meet as grade level teams to develop curricular maps and timelines of instruction for the new Math adoption. ELA teams will meet to discuss their progress in the first year of this new implementation to take notes to help develop the curricular map and timeline of instruction next year. It is important that the team familiarize themselves with the new adoption and adequately note the strengths and weakness found in the program in order to develop the comprehensive outline. Student performance will be monitored using the assessment tools found within the current adoptions. Teams will review student progress at grade level meetings using the data collected to make referrals for intervention services.

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

    Content coaches in the area of mathematics have been used. Currently staff is working with ELA coordinators from the new ELA adoptions to refine instructional practices. Monthly minimum days are utilized for site staff development and curricular planning and alignment, in addition to data analysis.

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

    Teachers collaborate as grade level teams 4th - 8th grades. In addition 6th - 8th grade teams also meet according to subject areas taught. The first Monday of each month is designated as a minimum day/early student release to allow for staff development and grade/curricular team collaboration and student data analysis.

<u>Teaching and Learning</u>

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

    Currently the District is collaborating on aligning the content and pacing of the new Math Adoption. Next year the focus will be on the new ELA adoption.

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

    In the area of Language Arts, the state recommend two hours of instruction grades 4 - 8. Our middle school students have a 59 minute period for ELA. In addition, our social studies staff work in conjunction with ELA and reinforce many of the reading and writing strands. The social studies period is also 59 minutes. In the 4th and 5th grades students have an hour and a half reading instruction block. ELA strands are also reinforced during their history and science lessons as well.

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

    The middle school has strategy classes built into the schedule to allow extra reinforcement of ELA and Math Skills. In addition, students can attend after school homework help. In the 4th and 5th grades, there are at-risk groups during ELA and Math instruction, in addition to after school early intervention and homework help. District staff is currently working on the pacing guides for the Math adoption and will create the pacing guides for ELA next year.

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

All students have access to standards based instructional materials. 6th - 8th are 1 to one with laptops, and 4th and 5th have computer carts in each classroom allowing them to be 1 to 1 as well. Teachers use standards-aligned textbooks and instructional materials for all student groups and use supplemental materials in areas that are not adequately covered by State-adopted textbooks.

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

Wheatland School District has adopted standards -aligned curriculum in ELA and Math. Currently, the state has not released curricular recommendations for Science and History. Staff has worked in those subject areas to align content using current texts. All students have access to SBE adopted materials including intervention materials.

Opportunity and Equal Educational Access

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

Starting in the fourth grade, students are given tier 1 intervention in the regular education classroom using support materials in the current adoptions. Students requiring more intensive intervention at placed in at-risk groups to receive small group instruction. Students may also be recommended for after school intervention. Finally, in the junior high, students may be assigned to strategy classes. Teachers will work within their grade levels to allocate time for differentiation of instruction. Teachers will work during the day to differentiate instruction to assist all students in their classrooms. Data will be used to group students and determine the learning focus areas. Title II funds are used to provide professional development opportunities for staff to develop their repertoire of best practices and improve the instructional program. Substitute teachers are hired to release teachers for meetings with administration and grade level planning days. The data collected during the assessment days and the academic conferences are then used to develop plans during the grade -level planning days.

After instruction begins, formative evaluations are key to allow students to move groups as they become proficient. All students have access to the core curriculum at their level each day during language arts and math. After-school tutoring, enrichment, and intervention are offered for students who need additional support. There is also time allocated for our ELL students to learn at their levels.

14. Research-based educational practices to raise student achievement

Currently the site uses the Read 180 program to work with struggling readers. The staff also use Accelerated Reader school wide. In Math, the site uses Accelerated Math school wide. All staff have been trained in the Effective Elements of Instruction. A standards based approach and collaboration model further support achievement. Teachers use high quality differentiated instruction to support the needs of all learners. They adhere to instructional minutes and follow pacing guides when planning instruction. Staff use data to monitor student progress and modify instructional programs. they collaborate monthly to raise student achievement and plan next steps.

Parental Involvement

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

Bear River has a a site wide RTI program, starting with intervention in each general education classroom ranging through small group pull out for remediation. The site has built strategy classes, after school intervention and a homework help group. There is on-site academic counseling by a full-time counselor. Teachers and administration communicate with out parents on a regular basis in English and Spanish. Staff use email, the Remind App, Facebook, phone calls, informal meetings, conferences, and family nights. Achievement data is shared with parents at School-Site Council, ELAC/DLAC, Student-Study Team meetings, IEP meetings, and parent conferences. Students who are identified as at-risk are offered small-group instruction during the day and offered opportunities to receive extra support in our after-school programs. Parent volunteers are encouraged to participate at Bear River. In addition, math and science nights will provide parents an opportunity to explore and learn about these curricular areas.

16. 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)

    The District follows the guidelines established in California Code 3932. At Bear River we have committees and opportunities for parents, community members, and school staff to participate in the planning, implementation and evaluation of our school plan and programs. These include ELAC, DLAC, Renaissance Foundation, and School-Site Council. Out website includes a translation feature that will allow staff to communicate with both the Spanish and English speaking communities. All of the dates for our parent meetings are on our website, and parents will also receive an automated test reminder if they use Remind, as well as Facebook notifications and paper notices.

Funding

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

    Classroom support materials, and instructional para educators are provided using a portion of the categorical funds enabling students to continue progress toward meeting standards.

18. Fiscal support (EPC)

    Site dollars and Categorical dollars are aligned to meet site goals. Students are provided with materials, technology, and support programs to further their growth.

Description of Barriers and Related School Goals

Many of our families have difficulty participating in and fully supporting their children's education due to limited access to medical and community resources, lack of public transportation and poverty. Additionally, there is a small percentage of students impacted by parental drug abuse, poor nutrition, inappropriate discipline and physical abuse and transience. Bear River is locate in a very rural area so outside resources and supports are limited.

Some barriers of the current program to enable under-performing students to meet standards are time, social resources and finances for adequate planning, staffing, training and supervision. Enabling under-performing students to meet standards requires regular planning time together as a staff to review assessment results and plan individual student programs. It requires additional personnel to provide the individualized and small group instruction that under-performing students require. It requires assistance from outside agencies to meet the basic needs of students so they are able to focus on the learning process. It requires staff development to insure that all staff is adequately trained using content specific instructional techniques that are grounded in research. It requires supervision to insure that application of skills is consistently applied within the classrooms. These areas are all addressed in our current school plan; however, the time and finances to carry out all aspects of the plan are an ongoing issue.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	78	93	79	75	90	79	74	90	79	96.2	96.8	100
Grade 5	77	86	98	71	86	97	71	86	97	92.2	100	99
Grade 6	138	125	134	129	123	131	129	123	131	93.5	98.4	97.8
Grade 7	141	123	130	138	120	128	137	120	128	97.9	97.6	98.5
Grade 8	121	136	118	120	132	116	120	132	116	99.2	97.1	98.3
All Grades	555	563	559	533	551	551	531	551	551	96.0	97.9	98.6

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

Overall Achievement for All Students																		
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	2405.0	2447.4	2440.9	3	14	15.19	9	19	22.78	33	37	24.05	53	30	37.97
Grade 5	2471.5	2460.1	2475.2	11	3	6.19	28	28	36.08	25	27	23.71	35	42	34.02
Grade 6	2498.5	2518.2	2505.0	7	17	12.98	31	34	24.43	33	20	32.82	29	29	29.77
Grade 7	2516.0	2539.2	2554.0	9	11	14.06	29	39	42.97	20	26	25.00	41	24	17.97
Grade 8	2556.6	2568.4	2568.2	8	11	9.48	37	44	44.83	39	20	33.62	17	24	12.07
All Grades	N/A	N/A	N/A	8	12	11.62	28	34	34.85	30	25	28.31	34	29	25.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	4	17	20.25	50	51	51.90	46	32	27.85
Grade 5	15	13	16.49	41	42	53.61	44	45	29.90
Grade 6	10	28	19.85	54	41	54.96	36	31	25.19
Grade 7	17	18	35.16	43	54	42.97	39	28	21.88
Grade 8	23	30	25.00	55	42	56.03	22	27	18.97
All Grades	15	22	23.96	49	46	51.72	36	32	24.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	1	9	6.33	42	62	62.03	57	29	31.65
Grade 5	13	14	14.43	48	43	54.64	39	43	30.93
Grade 6	12	21	14.50	49	37	44.27	39	41	41.22
Grade 7	18	20	26.56	46	53	53.13	36	27	20.31
Grade 8	13	26	20.69	61	51	53.45	26	23	25.86
All Grades	12	19	17.42	50	49	52.63	38	32	29.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	0	11	10.13	73	78	59.49	27	11	30.38
Grade 5	10	1	3.09	72	74	76.29	18	24	20.62
Grade 6	11	25	13.74	73	61	69.47	16	14	16.79
Grade 7	7	17	18.75	61	68	62.50	31	15	18.75
Grade 8	10	16	9.48	74	70	79.31	16	14	11.21
All Grades	8	15	11.62	70	70	69.69	22	15	18.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	5	12	7.59	49	61	59.49	46	27	32.91
Grade 5	18	10	8.25	68	62	62.89	14	28	28.87
Grade 6	14	25	17.56	64	54	53.44	22	20	29.01
Grade 7	15	15	21.88	60	53	60.16	25	32	17.97
Grade 8	10	15	24.14	68	64	59.48	22	20	16.38
All Grades	13	16	16.88	62	59	58.80	25	25	24.32

Conclusions based on this data:

1. In analyzing our data, we recognize that we have a need for further development in the new Common Core Standards. The District adopted a new ELA curriculum this year that is better aligned to the new standards. We will have ongoing staff development in the use of the new program this year.

2. Historically, prior to the new testing format, the Bear River scores have always been high. This year, staff will dis-aggregate the information in the Below standard areas to look at what our students are under performing in. We will identify areas of weakness, review pacing guides and curriculum, and identify an approach to move students to the next band.

3. Staff will utilize the practice test segments found on the cde website, to familiarize students with the new format used for questions, and ensure they have the technological skills to navigate the new testing format.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	78	93	79	75	91	79	74	91	79	96.2	97.8	100
Grade 5	77	86	98	71	86	97	71	86	97	92.2	100	99
Grade 6	138	125	134	131	123	131	131	123	131	94.9	98.4	97.8
Grade 7	141	123	130	137	120	128	135	120	128	97.2	97.6	98.5
Grade 8	121	136	118	120	133	116	120	133	116	99.2	97.8	98.3
All Grades	555	563	559	534	553	551	531	553	551	96.2	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	2434.7	2469.4	2453.1	3	10	2.53	20	31	25.32	43	44	49.37	33	15	22.78
Grade 5	2486.4	2465.7	2470.2	11	3	6.19	25	12	16.49	31	44	37.11	32	41	40.21
Grade 6	2499.2	2527.5	2493.3	7	20	9.92	24	20	17.56	36	32	36.64	34	28	35.88
Grade 7	2523.4	2535.4	2552.3	12	11	17.97	23	26	28.13	32	45	33.59	32	18	20.31
Grade 8	2562.5	2577.9	2567.9	12	23	15.52	31	29	31.90	37	28	35.34	21	20	17.24
All Grades	N/A	N/A	N/A	9	15	11.25	25	24	23.96	35	38	37.57	30	24	27.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	15	26	16.46	35	44	41.77	50	30	41.77
Grade 5	23	8	12.37	32	33	31.96	45	59	55.67
Grade 6	16	31	16.79	37	33	36.64	46	37	46.56
Grade 7	19	23	31.25	38	44	39.06	44	33	29.69
Grade 8	18	35	23.28	55	39	56.90	28	26	19.83
All Grades	18	26	20.69	40	39	41.38	42	36	37.93

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**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 4	1	18	12.66	50	55	54.43	49	27	32.91
Grade 5	11	5	6.19	52	49	46.39	37	47	47.42
Grade 6	5	20	11.45	53	46	46.56	41	34	41.98
Grade 7	14	11	16.41	56	62	56.25	30	28	27.34
Grade 8	18	20	14.66	61	56	56.90	22	25	28.45
All Grades	11	15	12.52	55	54	52.09	34	31	35.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 4	1	13	11.39	47	57	48.10	51	30	40.51
Grade 5	13	6	2.06	58	52	55.67	30	42	42.27
Grade 6	8	22	8.40	54	51	50.38	37	27	41.22
Grade 7	14	18	20.31	69	57	63.28	17	26	16.41
Grade 8	13	22	18.97	66	65	59.48	22	14	21.55
All Grades	10	17	12.70	60	57	55.90	30	26	31.40

Conclusions based on this data:

1. This was the first of our new District Math adoption. Initial observation shows that overall, with the exception of 5th grade, our students grew in overall achievement, with more students moving up a band towards mastery of standards.

2. Further analysis and dis-aggregation of data shows our students have a relative strength in the strand of communicating reasoning with 74% of ALL students above, at or near standard.

3. Our school plan will include areas for teachers to collaborate to create a pacing guide to ensure key concepts are taught prior to testing cycle and ensure concepts are spiraled throughout the year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
4					38		83	50	***		13		17		
5				29	80	29	71	20	71						
6				25	43	40	75	57	40			20			
7		***			***	25	***		75	***					
8				***	***	***			***		***				
Total		4		23	52	33	68	36	62	5	8	5	5		

Conclusions based on this data:

1. We serve a transient population so longitudinal data is hard to compare.

2. Currently, we have a high number of students in the reclassified or nearly reclassified categories.

3. We have few students in the lowest levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
4					33		71	44			11		29	11	
5				29	83		71	17							
6		10		25	50		75	40							
7	25	***			***		50			25					
8		17		***	50						17			17	
Total	4	12		21	50		63	26		4	6		8	6	

Conclusions based on this data:

1. We serve a transient community making it difficult to compare longitudinal data.

2. Most students are approaching reclassification or have been reclassified and are in the 2 years of monitoring stage.

3. We have few students in the lowest bands.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA/LCAP GOAL:
All students, including at-risk students, will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.
SCHOOL GOAL #1:
For the 2017-18 school year, the proficiency level on the California Standards Tests for ELA will improve from 5 percent as measured by the CAASPP assessment.
Data Used to Form this Goal:
CAASPP assessment results from 2017.
Findings from the Analysis of this Data:
CAASPP assessment scores from 2017 show that in grades 4-8 overall proficient and above at 45%, 28% of the students are "nearly met." and 26% are at "not met."
How the School will Evaluate the Progress of this Goal:
Ongoing formative assessments, Data collected from STAR reading assessment, Student work samples, and grade level team meetings to review student progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide small group instruction in the classroom, in pull out instruction and/or in after school with targeted instruction for English Language Arts and Math.	2017/2018 School Year	Teachers/ Admin			After School and Education Safety (ASES)	
2. Learning Center services are available to at-risk students in addition to students with identified disabilities.	2017/2018 School Year	Special Ed. Staff			RSP/SDC Funds	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.	2017/2018 School Year	Teachers/ Admin			EIA Funds General Education	
4. Provide each self contained class a mobile lab for students and staff. 1-1 implementation for 6th- 8th grade.	2017/2018 School Year	Administration				
5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each classroom.	2017/2018 School Year	Administration				
6. All teachers will use research based instructional skills to promote standards based learning in the classroom.	2017/2018 School Year	Teachers/ Admin				
7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.	2017/2018 School Year	Administration				
8. Staff development efforts will target instructional efficacy, new material adoption, and content mastery in progression toward Common Core.	2017/2018 School Year	Administration			Title II Part A: Improving Teacher Quality	
9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.	2017/2018 School Year	Teachers/ Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Grade levels meet monthly to discuss instructional and enrichment programs and to ensure educational consistency across the grade level.	2017/2018 School Year	Teachers/ Admin				
11. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.	2017/2018 School Year	Teachers/ Admin			General Education	
12. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	2017/2018 School Year	Teachers/ Admin			District Funded Foundation	
13. EL students have a designated pull out instructional support time.	2017/2018 School Year	Teachers/ Admin				
14. Designated Bilingual EL teacher and para educator are available to target English Language Development.	2017/2018 School Year	Administration			District Funded	
15. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.	2017/2018 School Year	Special Ed/ Admin			General Education EIA Funds	
16. Use of Renaissance Web Based programs Accelerated Reader, Accelerated Math, STAR Literacy, STAR Math will be implemented and used in grades 4th-8th to enhance student achievement in ELA and Mathematics.	2017/2018 School Year	Teachers/ Admin			District Funded	
17. Expand available software to support remedial instruction.	2017/2018 School Year	Teachers/ Admin				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learner
LEA/LCAP GOAL:
All Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
SCHOOL GOAL #2:
CELDT testing will be used to identify students in need of second language instruction to help identify needs and proper placement in the academic setting. EL students will increase proficiency level in Math and ELA by 5% on CAASPP testing.
Data Used to Form this Goal:
CELDT Testing Data.
Findings from the Analysis of this Data:
The EL student population has struggled with proficiency on the state testing because of low academic language and reading fluency.
How the School will Evaluate the Progress of this Goal:
Students will be evaluated based on their progress towards standards each trimester and the CAASPP testing performed by the district.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide small group instruction in the classroom, pull out instruction, and/or after school support with targeted instruction for English Language Arts and Math.	2017/2018 School Year	Teachers/ Admin			After School and Education Safety (ASES)	
2. Learning Center services are available to at-risk students in addition to students with identified disabilities.	2017/2018 School Year	Special Ed. Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Use technology programs to support academic development in areas of reading, math, vocabulary, academic language, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.	2017/2018 School Year	Teachers/ Admin				
4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials to supplement academic language and comprehension) will be provided to each classroom.	2017/2018 School Year	Administration		General Education		
5. All teachers will use research based instructional skills to promote standards based learning in the classroom.	2017/2018 School Year	Teachers/ Admin				
6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.	2017/2018 School Year	Administration				
7. Staff development efforts will target instructional efficacy and content mastery.	2017/2018 School Year	Administration				
8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.	2017/2018 School Year	Teachers/ Admin				
9. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.	2017/2018 School Year	Teachers/ Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	2017/2018 School Year	Teachers/ Admin			General Education Foundation	
11. Improve achievement in the area of written language by using core curricular content	2017/2018 School Year	Teachers/ Admin				
12. A designated Bilingual EL teacher and bilingual para educator are available to target English Language Development.	2017/2018 School Year	Administration			District Funded	
13. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.	2017/2018 School Year	Special Ed/ Admin			District Funded	
14. Use of Renaissance Web Based programs Accelerated Reader, Accelerated Math, STAR Literacy, STAR Math, and Read 180 will be implemented and used in grades 4th-8th to enhance student achievement in ELA and Mathematics.	2017/2018 School Year	Teachers/ Admin			General Education	
15. Expand available software to support remedial instruction.	2017/2018 School Year	Teachers/ Admin			General Education	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
As teachers transition to the Common Core Standards, and develop and integrated math program, they will analyze current assessment data in Math in order to identify gaps in achievement on standards and respond with intervention support in Math. Math scores 4-8 will increase by 5% on the CAASPP testing.
SCHOOL GOAL #3:
Teachers will use newly adopted curriculum assessments to identify missing skills as well as create lessons to help fill the academic gaps in addition to the CAASPP data.
Data Used to Form this Goal:
CAASPP assessment scores from 2017.
Findings from the Analysis of this Data:
CAASPP assessment scores. 35% of students 4-8 scored proficient or advanced on CAASPP test. 38% scored "nearly met standards" and 27% scored "not met."
How the School will Evaluate the Progress of this Goal:
Teachers will monitor student progress in monthly grade level meetings, through evaluation of STAR math scores, and CAASPP assessment ananysis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Monthly staff meetings will be scheduled to analyze data as a grade level team and plan intervention needs. Teachers have like prep periods for planning.	2017/2018 School Year	Teachers/Admin			Title II Part A: Improving Teacher Quality	
2. STAR Math testing will be completed each trimester to monitor student progress in mathematics.	2017/2018 School Year	Teachers/Admin				
3. Accelerated Math will be used in all math classrooms as enrichment to the general program as well as a tool to reteach missing math skills.	2017/2018 School Year	Teachers/Admin			General Education	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Special education para-educators and teachers will identify students who are at- risk and offer small group interventions to target missing skills.	2017/2018 School Year	Learning Center Staff				
5. School will offer strategies classes to all 6th – 8th grade students to provide an extension to math instruction to assist in the understanding of concepts.	2017/2018 School Year	Teachers				
6. After school interventions will be offered to students who require additional instruction in math.	2017/2018 School Year	After School Staff			After School and Education Safety (ASES)	

Planned Improvements in Student Performance

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School Goal #4

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Culture
LEA/LCAP GOAL:
Bear River administration and staff will provide all students access to an educational enrichment program (Renaissance) to reinforce the importance of good attendance, maintain high levels of student engagement and motivation and improve student conflict and resolution skills.
SCHOOL GOAL #4:
During the 2017/2018 school year, staff will use behavior interventions and educational enrichment programs to maximize student learning and motivation in all academic subjects.
Data Used to Form this Goal:
School-wide data collection in academics, behavior and attendance was gathered to develop a plan to encourage maximum student motivation.
Findings from the Analysis of this Data:
Bear River has shown continued progress in the areas of academics, attendance and behavior over the last 4 years with some drop off during the second trimester in all areas. Based on new CAASPP, the site experiences a significant drop of scores, and staff will study trends to determine if it was based on the new testing measure or site changes in curriculum.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress in these areas through reports gathered at the end of each trimester. The data will be reported to students and staff during the State of the Falcon assembly. Information is gathered from curricular assessments, STAR reading and math assessments, attendance reports, and behavior reports from the AERIES program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Anti-Bully curriculum (Steps to Respect) will be in place in 4th – 5th grades, with support for PLUS curriculum being used with Teacher and Counselor support.	2017/2018 School Year	Administration				
2. A Life Skills instructor will provide counseling to students with office or classroom referrals.	2017/2018 School Year	Admin/FRC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Student Mentoring, MFLC, and site Counseling programs will be available to students with behavior referrals through the Life Skills department.	2017/2018 School Year	Admin/FRC				
4. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.	2017/2018 School Year	All Staff				
5. Trimester Renaissance assemblies will honor all students who have perfect attendance, have met Accelerated Reader goals, have high grades and show strong evidence of all- around effort and character with enhancement for academic and non-academic achievement.	2017/2018 School Year	Teacher/Admin			General Education Foundation	
6. A counselor is available daily on site.	2017/2018 School Year	Counseling/ Admin			General Fund	
7. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, chairs, white boards, overhead projectors, computers etc.) will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment.	2017/2018 School Year	Administration			General Education	
8. Playgrounds will be expanded with safe equipment to support physical development.	2017/2018 School Year	Administration			General Education	
9. Monitoring of surveillance cameras for filming high risk areas of the campus.	2017/2018 School Year	Administration			None Specified	
10. Incentives to encourage reading, academic achievement and strong character will be in place coordinated by grade levels.	2017/2018 School Year	Teachers/Admin			General Education Foundation	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA
SCHOOL GOAL #1:
For the 2017-18 school year, the proficiency level on the California Standards Tests for ELA will improve from 5 percent as measured by the CAASPP assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Common Core Alignment	August 2017- June 2018		Classroom Release		Title II Part A: Improving Teacher Quality	125 per day per teacher
2. Trimester assessment of student progress towards standards.	October/February/ May		Curricular assessments, STAR reading and math		Title I	2,750
3. Ongoing use of assessment results to plan instruction.	Ongoing					
4. Team meetings discussing instructional strategies and curriculum integration.	August 2017- June 2018		Training/release time/materials		Title I	3,500
					Title II Part A: Improving Teacher Quality	3,500
5. Ability grouped instruction/ para-educator support.	August 2017- June 2018		Program staff and materials			
6. Special Education intervention.	August 2017- June 2018		Salaries			
7. Accelerated Math and Reading Programs	August 2017- June 2018		Materials/Training		Title I	10,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learner
SCHOOL GOAL #2:
CELDT testing will be used to identify students in need of second language instruction to help identify needs and proper placement in the academic setting. EL students will increase proficiency level in Math and ELA by 5% on CAASPP testing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. ELL Instruction	August 2017-June 2018		Salaries		EIA Funds	35,921.52
					LEP	12,000
2. Ongoing use of assessment results to plan instruction.	August 2017-June 2018					
3. Team meetings discussing instructional strategies and curriculum integration.	August 2017-June 2018		Training/release time/materials			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Math
SCHOOL GOAL #3:
Teachers will use newly adopted curriculum assessments to identify missing skills as well as create lessons to help fill the academic gaps in addition to the CAASPP data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Accelerated Math and Reading Programs	August 2017-June 2018		Materials		Title I	2,000
2. After School Instruction	August 2017-June 2018		Employee Benefits		After School and Education Safety (ASES)	3,800
3. Trimester assessment of student progress towards standards.	August 2017-June 2018					

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Culture
SCHOOL GOAL #4:
During the 2017/2018 school year, staff will use behavior interventions and educational enrichment programs to maximize student learning and motivation in all academic subjects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Delinquency prevention and anti-smoking education	August 2017-June 2018		Salary/ Materials		Tobacco-Use Prevention Education	5000
2. Counseling	August 2017-June 2018		Salary/ Materials		District Funded	109,725.51
3. 6th grade orientation/9th grade orientation	August 2017-June 2018					
4. Renaissance rewards for students and staff (including T-shirts and awards).	August 2017-June 2018		Supplies		Title I	7,000
					General Education	12,000
					Foundation	8,000
5. Parent conferencing	August 2017-June 2018		Translation		LEP	500
6. Student Study Team meetings	August 2017-June 2018		Translation		Title I	1,000
7. School Site Council and ELAC Council meetings	August 2017-June 2018		Materials/translation		LEP	500
8. School Web Site	August 2017-June 2018		Maintenance Contract		General Education	500
9. School activities: Bistro dinners, Community	August 2017-June 2018		Salaries/ Food/ Entertainment		Admin	1,000
					Title I	2,000
					Foundation	5,000
10. Friday at the Flagpole	August 2017-June 2018					

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Tobacco-Use Prevention Education	5,000.00	5,000.00
Lottery: Instructional Materials	25,425.00	25,425.00
Title I	87,793.25	87,793.25
Title I Part A: Professional Development	29,832.24	29,832.24
LEP	13,082.17	13,082.17
Admin	34,736.20	34,736.20
General Fund	56,500.00	56,500.00
Maintenance	25,475.85	25,475.85

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Angela Gouker	X				
Robin Goyea (2016-2018)		X			
Lonnie Rohde (2016-2018)		X			
Melissa Morse (2016-2018)		X			
Laura Blackford (2017-2019)			X		
Susan Johnson (2017-2019)				X	
Rodrick Tumblin Sr. (2017-2019)				X	
June Eberhardt (2017-2019)				X	
Karla Gunn (2016 – 2018)				X	
Jana Kingery (2016-2018)				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee	
	Signature
X　　　English Learner Advisory Committee	
	Signature
Special Education Advisory Committee	
	Signature
Gifted and Talented Education Program Advisory Committee	
	Signature
District/School Liaison Team for schools in Program Improvement	
	Signature
Compensatory Education Advisory Committee	
	Signature
Departmental Advisory Committee (secondary)	
	Signature
Other committees established by the school or district (list):	
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Angela Gouker
　　　Typed Name of School Principal　　　　　　　　　Signature of School Principal　　　　　　Date

Robin Richardson
　　　Typed Name of SSC Chairperson　　　　　　　　　Signature of SSC Chairperson　　　　　　Date