

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 School	58727516056816	09/20/2022	

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.

As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The Bear River Site plan includes annual actions that are aligned with the district's LCAP plan.

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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).

Bear River uses Survey Monkey and in person staff meetings to survey staff about site needs periodically. For community members, Survey Monkey and Google Forms are used.

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 types 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

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. Each year, Bear River focuses on reviewing formative assessment results, STAR reading and Moby Max Math assessments to monitor student growth. Staff will also continue work on benchmark assessments using the curricular adoption to guide instruction and differentiation according to student need. Grade level collaboration will occur at staff collaboration times that are built into the distance learning model to analyze student achievement data together and plan instructional sequences that reflect areas of student need. Furthermore, teachers will identify target standards, discuss and agree on instructional strategies to address low areas.

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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

30 of the 30 teachers meet the requirements for highly qualified staff.

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 for the Math, ELA and Science adoptions. Staff is also provided with collaboration time that supports student intervention and the continuous refinement and improvement of instructional practices.

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 work on benchmark assessments in the areas of ELA and Math. Staff continue to familiarize themselves with the adoptions and adequately note the strengths and weaknesses found in the programs in order to develop comprehensive outlines and provide proper supplemental materials. 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.

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 collaboratively with ELA adoptions to refine instructional practices. Science professional development has been scheduled for 2 times this school year to continue support with the new adoption. Math and History are looking at possible new adoption materials.

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.

Teaching and Learning

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

Currently the District is collaborating on aligning the content and pacing of new benchmark assessments for ELA and Math.

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

In the area of Language Arts, the state recommends 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.

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

The middle school has strategies classes built into the schedule to allow extra reinforcement of ELA and Math Skills during the traditional schedule. During distance learning, time was built in the afternoon for staff to be able to work with small groups virtually for remediation. 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.

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

All students have access to standards based instructional materials. 6th - 8th grades are one 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.

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, Math, and Science. Due to controversy the District has chosen to wait on the History adoption until revisions are made to a few of the texts, staff continues to explore possible new adoptions. Staff has worked in History subject areas to align content using current texts. All students have access to SBE adopted materials including intervention materials.

Opportunity and Equal Educational Access

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 are 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 strategies 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.

Evidence-based educational practices to raise student achievement

Currently the site uses the Soliday program and SIPPS to work with struggling readers. The staff also uses Accelerated Reader school wide. In Math, the site uses Moby Max 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. Staff collaborates monthly to raise student achievement and plan next steps.

Parental Engagement

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

Bear River has 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 in 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 our parents on a regular basis in English and Spanish. Staff use email, the Remind App, Facebook, phone calls, informal meetings, conferences, and family nights to communicate. 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.

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. Our 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 text reminder if they use Remind, as well as Facebook notifications and paper notices.

Funding

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.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual SPSA update is written by the principal after discussion with the entire staff. The plan is then presented for approval of the site council. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the board for approval.

Resource Inequities

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

We are always looking for ways to expand our programmatic and supplemental offerings however funding limitation prohibit some of the expansion. In addition we reside in a limited geographic location making access to outside resources problematic.

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	0.49%	0.7%	0.35%	3	4	2
African American	4.07%	2.8%	1.94%	25	16	11
Asian	1.79%	1.8%	0.88%	11	10	5
Filipino	1.63%	1.9%	1.06%	10	11	6
Hispanic/Latino	27.52%	29.4%	32.04%	169	168	182
Pacific Islander	0.65%	1.1%	1.23%	4	6	7
White	54.89%	52.9%	53.17%	337	302	302
Multiple/No Response	8.96%	8.9%	9.33%	55	51	53
Total Enrollment				614	571	568

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 4	81	85	82
Grade 5	82	81	97
Grade 6	158	123	124
Grade 7	154	143	128
Grade 8	139	139	137
Total Enrollment	614	571	568

Conclusions based on this data:

1. Our enrollment varies from year to year due to our migrant population in town and our military population served from Beale AFB.
2. Our enrollment consists of many inter-district requests from outlying communities.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	37	41	36	6.1%	6.7%	6.3%
Fluent English Proficient (FEP)	50	45	45	8.3%	7.3%	7.9%
Reclassified Fluent English Proficient (RFEP)	0	4	8	0.0%	10.8%	19.5%

Conclusions based on this data:

1. Data is difficult to interpret in this area because it is a highly migrant population. The comparative students in each category are not the same individuals from year to year so there is not accurate longitudinal data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	82	75	83	82	73	79	82	73	79	100	97.3	95.2
Grade 5	87	93	85	87	91	80	87	91	80	100	97.8	94.1
Grade 6	138	151	127	135	141	122	135	141	122	97.8	93.4	96.1
Grade 7	140	149	136	139	144	125	139	144	125	99.3	96.6	91.9
Grade 8	121	140	135	120	139	125	120	139	125	99.2	99.3	92.6
All Grades	568	608	566	563	588	531	563	588	531	99.1	96.7	93.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2469.	2456.	2452.	26.83	21.92	18.99	24.39	23.29	20.25	20.73	19.18	21.52	28.05	35.62	39.24
Grade 5	2483.	2505.	2481.	13.79	16.48	16.25	26.44	38.46	20.00	25.29	19.78	31.25	34.48	25.27	32.50
Grade 6	2504.	2530.	2508.	5.19	14.18	10.66	34.81	39.01	31.15	30.37	25.53	30.33	29.63	21.28	27.87
Grade 7	2531.	2543.	2555.	9.35	8.33	14.40	33.81	41.67	39.20	26.62	25.69	28.80	30.22	24.31	17.60
Grade 8	2578.	2562.	2565.	20.83	13.67	11.20	36.67	38.13	39.20	22.50	27.34	31.20	20.00	20.86	18.40
All Grades	N/A	N/A	N/A	14.03	13.95	13.75	32.15	37.41	31.64	25.58	24.32	29.00	28.24	24.32	25.61

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	23.17	21.92	22.78	59.76	53.42	56.96	17.07	24.66	20.25
Grade 5	19.54	27.47	15.00	51.72	56.04	61.25	28.74	16.48	23.75
Grade 6	16.30	22.70	12.30	51.11	51.06	63.93	32.59	26.24	23.77
Grade 7	22.30	22.92	21.60	43.88	48.61	61.60	33.81	28.47	16.80
Grade 8	36.67	23.74	20.00	35.83	47.48	60.80	27.50	28.78	19.20
All Grades	23.62	23.64	18.27	47.42	50.68	61.21	28.95	25.68	20.53

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	14.63	2.74	12.66	56.10	60.27	48.10	29.27	36.99	39.24
Grade 5	16.09	16.48	13.75	55.17	50.55	55.00	28.74	32.97	31.25
Grade 6	8.15	20.57	10.66	56.30	58.16	54.10	35.56	21.28	35.25
Grade 7	18.71	16.67	18.40	56.83	61.81	60.00	24.46	21.53	21.60
Grade 8	29.17	20.86	16.80	46.67	56.12	63.20	24.17	23.02	20.00
All Grades	17.41	16.84	14.69	54.17	57.65	56.87	28.42	25.51	28.44

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.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	19.51	24.66	3.80	70.73	58.90	77.22	9.76	16.44	18.99
Grade 5	6.90	16.48	6.25	65.52	65.93	77.50	27.59	17.58	16.25
Grade 6	19.26	15.60	12.30	62.22	69.50	74.59	18.52	14.89	13.11
Grade 7	12.23	12.50	18.40	63.31	63.89	69.60	24.46	23.61	12.00
Grade 8	18.33	17.27	8.80	68.33	68.35	76.80	13.33	14.39	14.40
All Grades	15.45	16.50	10.73	65.54	65.99	74.76	19.01	17.52	14.50

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	18.29	20.55	15.19	50.00	53.42	72.15	31.71	26.03	12.66
Grade 5	17.24	27.47	10.00	54.02	56.04	65.00	28.74	16.48	25.00
Grade 6	16.30	26.24	11.48	59.26	51.06	76.23	24.44	22.70	12.30
Grade 7	27.34	15.28	26.40	49.64	65.28	61.60	23.02	19.44	12.00
Grade 8	33.33	23.74	19.20	50.00	53.96	68.00	16.67	22.30	12.80
All Grades	23.09	22.45	17.14	52.75	56.29	68.55	24.16	21.26	14.31

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. Testing was cancelled in 2020 and modified in 2021 due to the COVID -19 pandemic. Scores have been very inconsistent, but it is difficult to assess at this point if scores are lower due to COVID related reasons, homeschooling for large numbers of students who are just re-entering, or other factors.
2. Historically, prior to the new testing format, the Bear River scores have always been high. This year, staff will disaggregate 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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	82	75	83	82	73	77	82	73	77	100	97.3	92.8
Grade 5	87	93	85	87	91	80	87	91	80	100	97.8	94.1
Grade 6	137	151	127	134	141	122	134	141	122	97.8	93.4	96.1
Grade 7	140	149	136	139	144	124	139	144	124	99.3	96.6	91.2
Grade 8	121	140	135	120	139	126	120	139	126	99.2	99.3	93.3
All Grades	567	608	566	562	588	529	562	588	529	99.1	96.7	93.5

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2477.	2455.	2433.	9.76	8.22	7.79	39.02	38.36	19.48	39.02	24.66	36.36	12.20	28.77	36.36
Grade 5	2479.	2494.	2465.	6.90	15.38	8.75	18.39	19.78	12.50	37.93	37.36	36.25	36.78	27.47	42.50
Grade 6	2508.	2528.	2491.	9.70	15.60	7.38	22.39	26.95	23.77	38.81	31.91	28.69	29.10	25.53	40.16
Grade 7	2520.	2526.	2519.	11.51	6.94	9.68	21.58	26.39	25.00	35.97	41.67	34.68	30.94	25.00	30.65
Grade 8	2591.	2566.	2530.	31.67	20.86	7.94	24.17	26.62	14.29	25.00	24.46	44.44	19.17	28.06	33.33
All Grades	N/A	N/A	N/A	14.41	13.78	8.32	24.38	27.04	19.47	35.05	32.48	36.11	26.16	26.70	36.11

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	28.05	27.40	10.39	50.00	28.77	48.05	21.95	43.84	41.56
Grade 5	8.05	19.78	5.00	45.98	35.16	48.75	45.98	45.05	46.25
Grade 6	17.91	26.24	8.20	43.28	39.01	55.74	38.81	34.75	36.07
Grade 7	17.99	17.36	13.71	38.85	41.67	54.03	43.17	40.97	32.26
Grade 8	44.17	30.22	9.52	35.83	41.73	65.87	20.00	28.06	24.60
All Grades	23.49	24.15	9.64	41.99	38.44	55.58	34.52	37.41	34.78

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	15.85	15.07	9.09	63.41	46.58	49.35	20.73	38.36	41.56
Grade 5	6.90	14.29	12.50	56.32	51.65	52.50	36.78	34.07	35.00
Grade 6	8.21	21.28	7.38	51.49	48.94	56.56	40.30	29.79	36.07
Grade 7	8.63	5.56	9.68	54.68	59.72	59.68	36.69	34.72	30.65
Grade 8	29.17	20.14	7.14	45.00	46.04	61.90	25.83	33.81	30.95
All Grades	13.70	15.31	8.88	53.38	51.02	56.90	32.92	33.67	34.22

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	14.63	19.18	9.09	59.76	50.68	55.84	25.61	30.14	35.06
Grade 5	8.05	10.99	8.75	56.32	57.14	57.50	35.63	31.87	33.75
Grade 6	14.18	19.15	5.74	54.48	54.61	68.03	31.34	26.24	26.23
Grade 7	16.55	11.81	12.10	58.27	68.06	66.13	25.18	20.14	21.77
Grade 8	36.67	24.46	8.73	44.17	48.92	76.19	19.17	26.62	15.08
All Grades	18.68	17.35	8.88	54.27	56.46	66.16	27.05	26.19	24.95

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. Testing was cancelled in 2020 and modified in 2021 due to the COVID -19 pandemic. Scores have been very inconsistent, but it is difficult to assess at this point if scores are lower due to COVID related reasons, homeschooling for large numbers of students who are just re-entering, or other factors.
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. Staff also moved away from accelerated math to Moby Max for supplement as it better aligns with state standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
4	*	*	*	*	*	*	*	*	*	*	8	7	
5	*	*	1514.8	*	*	1515.5	*	*	1513.7	*	8	12	
6	*	*	*	*	*	*	*	*	*	*	8	4	
7	*	*	*	*	*	*	*	*	*	*	6	6	
8	*	*	*	*	*	*	*	*	*	*	7	7	
All Grades											24	37	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.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	8.33	*	*	50.00		*	33.33		*	8.33	*	*	12
6		*	*	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	24.32	13.89	*	51.35	55.56	*	18.92	19.44		5.41	11.11	24	37	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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	25.00		*	66.67	*	*	0.00		*	8.33	*	*	12
6		*	*	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	32.43	30.56	50.00	54.05	52.78	*	10.81	11.11		2.70	5.56	24	37	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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	0.00	*	*	16.67		*	75.00	*	*	8.33	*	*	12
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	21.62	5.56	*	24.32	30.56	*	40.54	44.44	*	13.51	19.44	24	37	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 Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
4	*	*	*	*	*	*		*	*	*	*	*	
5	*	*	25.00	*	*	66.67		*	8.33	*	*	12	
6	*	*	*	*	*	*		*	*	*	*	*	
7	*	*	*	*	*	*		*	*	*	*	*	
8	*	*	*	*	*	*		*	*	*	*	*	
All Grades	*	27.03	27.78	58.33	67.57	61.11		5.41	11.11	24	37	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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	58.33	*	*	33.33		*	8.33	*	*	12
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	54.17	62.16	50.00	45.83	32.43	44.44		5.41	5.56	24	37	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.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
6		*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	21.62	13.89	*	48.65	55.56	*	29.73	30.56	24	37	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.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	0.00	*	*	91.67		*	8.33	*	*	12
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	50.00	21.62	8.33	50.00	72.97	75.00		5.41	16.67	24	37	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.

Conclusions based on this data:

1. Data in this area is difficult to translate, as we serve a migrant population and the students are not consistent from year to year- they enter the program short term and various levels and disenroll fairly quickly.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
571	43.6	6.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	6.3
Foster Youth		
Homeless	15	2.6
Socioeconomically Disadvantaged	249	43.6
Students with Disabilities	63	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.8
American Indian or Alaska Native	4	0.7
Asian	10	1.8
Filipino	11	1.9
Hispanic	168	29.4
Two or More Races	51	8.9
Native Hawaiian or Pacific Islander	6	1.1
White	302	52.9

Conclusions based on this data:

1. Almost 45% of our school is socioeconomically disadvantaged. We have intervention programs to help students who may not have equitable access at home, we have strategies classes, homework help classes, and Academic intervention classes.

2. All students receive free lunch and breakfast on site each day.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. As a site we are looking at ways to continue to improve our Math and ELA scores.
2. We are evaluating our math and ELA pacing and structure to improve scores. This is an area we are focusing on this year.
3. Absenteeism continues to be a concern due to COVID and COVID protocols.

School and Student Performance Data

Academic Performance English Language Arts

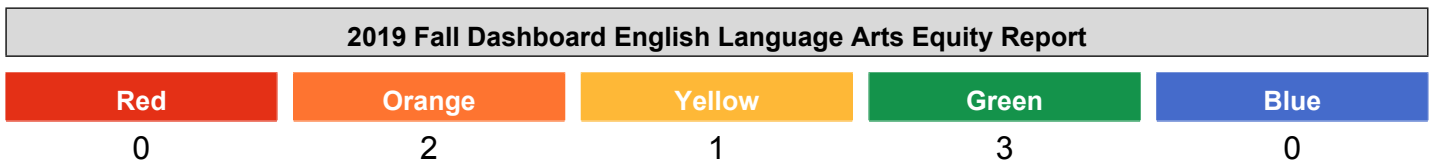
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 1.8 points below standard Increased ++9.5 points 568	<p>English Learners</p> Orange 41.6 points below standard Declined -5.3 points 63	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Yellow 18.5 points below standard Increased ++12.5 points 284	<p>Students with Disabilities</p> Orange 77.5 points below standard Increased Significantly ++29.1 points 66

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.1 points below standard Declined Significantly -24.1 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 13.9 points below standard Increased Significantly ++22.1 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6 points below standard Increased ++12.4 points 157	 Green 1 points below standard Increased Significantly ++22.3 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 0.4 points above standard Increased ++8.7 points 301

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.2 points below standard Increased ++6.2 points 35	4.5 points below standard Increased ++8.8 points 28	1.3 points above standard Increased ++10.7 points 483

Conclusions based on this data:

1. Our socioeconomic disadvantaged and EL student interventions have helped those groups rise in previous year. Our EL scores are a moving target as that population changes each year due to migratory nature of that population in our area.
2. More interventions need to be layered into our GE populations to support their growth.

School and Student Performance Data

Academic Performance Mathematics

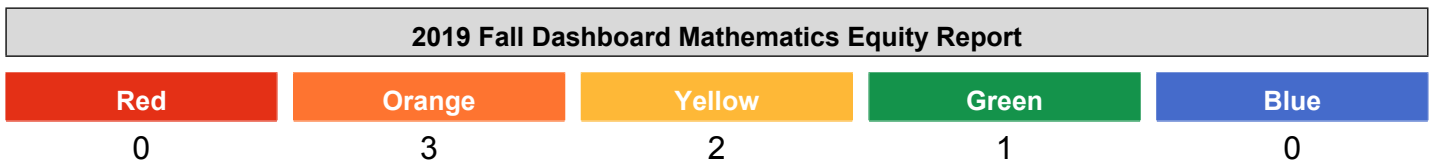
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 26 points below standard Maintained ++2.3 points 568	<p>English Learners</p> Orange 53.7 points below standard Declined -9.5 points 63	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Yellow 44.2 points below standard Increased ++5.4 points 284	<p>Students with Disabilities</p> Orange 118.8 points below standard Increased ++11.2 points 66

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50 points below standard Declined Significantly -28.8 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 19.9 points below standard Increased Significantly ++22 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.4 points below standard Maintained ++2.1 points 157	 Green 18.9 points below standard Increased ++9.2 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 22.8 points below standard Maintained ++2.6 points 301

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84 points below standard Maintained ++1.7 points 35	15.8 points below standard Increased ++5.2 points 28	24.2 points below standard Maintained ++2.8 points 483

Conclusions based on this data:

1. All subgroups are achieving at similar levels, however we need to target instruction to move all groups to the next band.
2. Staff will work on identifying weak areas in the curriculum to increase student growth.

School and Student Performance Data

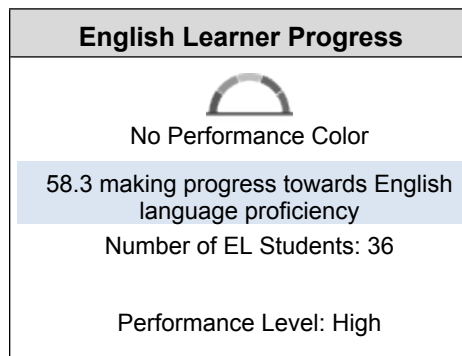
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2	19.4	11.1	47.2

Conclusions based on this data:

1. Students in this area continue to make growth. It is difficult to track consistently because each year the population changes and rarely do we get to track the same student through multiple years. And we had several students enter our program that had not been enrolled in school for a couple years in their home country due to COVID.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Although we are not measured in this area, our school has worked diligently with the high school to create CTE pathways. We have academic, music, art, computer, STEM, and AG as pathway options for students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

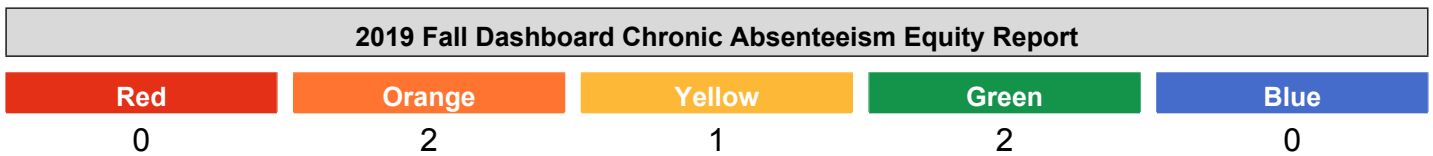
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 5.4 Increased +0.9 628	<p>English Learners</p> No Performance Color 5.1 Declined -5.2 39	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Orange 8.2 Increased +1.2 316	<p>Students with Disabilities</p> Green 6.7 Declined -1.7 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.4 Increased +3.4 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 6.3 Increased +1.5 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1 Declined -1.6 170	 Orange 12.5 Increased +1.2 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 5 Increased +1.5 323

Conclusions based on this data:

- The school is implementing incentive measures to reduce absenteeism universally. COVID has made movement in this area very difficult to achieve.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

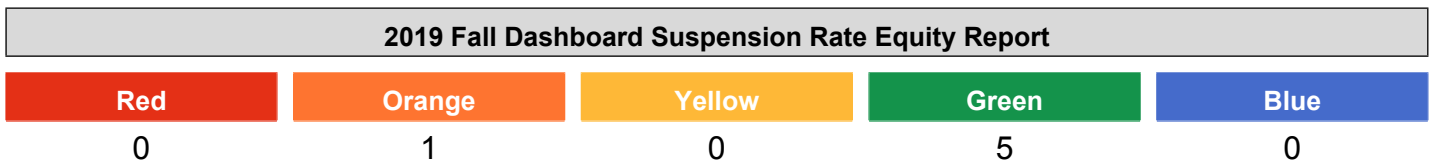
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.4</p> <p>Declined -1.2</p> <p>633</p>	<p>English Learners</p> <p>Orange</p> <p>10.3</p> <p>Increased +4</p> <p>39</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.6</p> <p>Declined -1.3</p> <p>318</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5.3</p> <p>Declined -1.2</p> <p>75</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.3 Declined -1 30	 No Performance Color Less than 11 Students - Data 6	 No Performance Color 6.3 Increased +6.3 16	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.5 Declined -1.4 171	 Green 4.1 Declined -3.4 73	 No Performance Color Less than 11 Students - Data 5	 Green 6.8 Declined -0.9 325

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.6	5.4

Conclusions based on this data:

1. There was a decrease in suspensions over the last three years, the EL % was skewed as most of our suspensions were for the same child in 2019 and they happened to fall in that category. This information has not been updated as there were not any suspensions last year in 2020 or 2021.

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

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.

Goal 1

For the 202-23 school year, the proficiency level on the California Standards Tests for ELA will improve 5 percent as measured by the CAASPP assessment.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2017 13.7% of students were below standard in ELA In 2018 scores improved and 11.6% were below in ELA In 2019 we increased 9.5 points and jumped to the Green Band In 2020 the test was suspended In 2021 scores were not reportable in the traditional form as the test was modified due to COVID In 2022 scores were lower than 2019, but not as significantly as we were worried due to COVID. BR students dropped less than other surrounding Districts</p>	<p>Staff had been concerned the drop may be larger than it was due to COVID instruction disruption</p>

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

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.

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)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Learning Center services are available to at-risk students in addition to students with identified disabilities.

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)

RSP/SDC Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Use technology programs to support academic development in areas of reading, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.

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)
14,992.49	Title I
5,000.00	EIA Funds
4,000.00	General Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Provide each self contained class a mobile lab for students and staff. One to One implementation for 6th- 8th grade.

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)
4,000.00	EIA Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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. This is the 2nd year of the new adoption and staff will collaborate on perceived areas of weakness and needed supplementals.

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)
14,952.00	Lottery: Instructional Materials

4,000.00	EIA Funds
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. All teachers will use research based instructional skills and materials to promote standards based learning in the classroom.

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)
4,000.00	EIA Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

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)

Strategy/Activity

8. Staff development efforts will target instructional efficacy, new material adoption refinement, and content mastery in progression toward Common Core.

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)

Strategy/Activity

9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

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)

5,000.00

EIA Funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

10. Grade levels meet monthly to discuss instructional and enrichment programs and to ensure educational consistency across the grade level.

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 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

12. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

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)

1,133.36

2400.00

20000.00

Source(s)

Title I

General Education

Foundation

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

13. EL students have a designated pull out instructional support time.

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)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

14. Designated Bilingual EL teacher and para educator are available to target English Language Development.

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)

[Empty box for Amount(s)]

Source(s)

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

15. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk 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)

[Empty box for Amount(s)]

Source(s)

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

16. Use of Renaissance Web Based programs Accelerated Reader, STAR Literacy, STAR Math will be implemented and used in grades 4th-8th to enhance student achievement in ELA and Mathematics.

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)

10,000.00

Source(s)

Title I

3,000.00

General Education

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Strategy/Activity

17. Expand available software to support remedial instruction through Edmentum.

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)

5,000.00

Source(s)

Title I

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.

Students did not increase in proficiency levels this year. This goal is carried over as it was not completed due to the COVID 19 school closure in the spring of 2020 and the ongoing pandemic in 2021.

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

COVID-19 disruptions to program

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.

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

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.

Goal 2

ELPAC 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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2017 13.7% of students were below standard in ELA and 33.9% were below in Math In 2018 scores improved and 11.6% were below in ELA and 28.4% were below in Math In 2019 47.2% increased at least 1 level In 2020 testing was suspended due to COVID In 2021 testing was not reported due to COVID In 2022 scores were lower than 2019, but not as significantly as we were worried due to COVID. BR students dropped less than other surrounding Districts</p>	<p>Staff did not have a predicted outcome due to the programmatic disruptions caused by COVID 19- we all anticipated a drop in scores as a result.</p>

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

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.

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)

13,534.55

Source(s)

LEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Learning Center services are available to at-risk students in addition to students with identified disabilities.

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)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)
12,348.35	Title I
5,211.96	EIA Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)
8,000.00	Lottery: Instructional Materials
3,000.00	EIA Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5. All teachers will use research based instructional skills to promote standards based learning in the classroom.

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.

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)

Strategy/Activity

7. Staff development efforts will target instructional efficacy and content mastery.

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)

Strategy/Activity

8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.

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)

Strategy/Activity

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.

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)

Strategy/Activity

10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.

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)

3,000.00

Title I

925.93

EIA Funds

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

11. Improve achievement in the area of written language by using core curricular content

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)

3,000.00

EIA Funds

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

12. A designated Bilingual EL teacher is available to target English Language Development.

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)

District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

13. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk 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)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)

5,000.00

Source(s)

Title I

3,137.19

General Education

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

15. Expand available software to support remedial instruction using the edmentum program.

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)

5,000.00

Source(s)

Title I

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.

We have seen an improvement in EL achievement across ELA and Math. This goal is carried over as it was not completed due to the COVID 19 school closure in the spring of 2020 and the ongoing pandemic in 2021.

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

COVID-19 program disruptions to program.

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.

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

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.

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2017 33.9% were below standard in Math</p> <p>In 2018 scores improved 28.4% were below standard in Math</p> <p>In 2019 we maintained by improving 2.3 points</p> <p>In 2020 testing was suspended due to COVID</p> <p>In 2021 testing was modified due to COVID and scores were not reported</p>	<p>From 2017 to 2018 we saw a 5.5% reduction in students below standard in math. We hope to continue this trend. In 2019 the monitor method changed, but students increased proficiency by 2.3 points.</p>

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

1. Monthly staff meetings will be scheduled to analyze data as a grade level team and plan intervention needs.

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)

[Empty box for Amount(s)]

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. STAR Math testing will be completed each trimester to monitor student progress in mathematics.

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)

Strategy/Activity

3. Renaissance Math and Moby Max will be used in all math classrooms as enrichment to the general program as well as a tool to reteach missing math skills.

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)

8000.00

General Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Special education para-educators and teachers will identify students who are at-risk and offer small group interventions to target missing skills.

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)

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. After school interventions will be offered to 4th and 5th students who require additional instruction in math.

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)

After School and Education Safety (ASES)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

7. Provide small group instruction in the classroom, and pull out instruction in after school with targeted instruction in math.

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)

[Empty input field for Amount(s)]

Source(s)

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

8. Learning center services available to at-risk in addition to students with identified disabilities.

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)

[Empty input field for Amount(s)]

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

9. Use technology programs to support academic development in that area of math.

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)

5,996.24

Source(s)

Title I

5,000.00	EIA Funds
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Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

10. Provide each self contained class a mobile lab for students and staff. One to one implementation for 6th -8th grade.

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)
3,504.30	EIA Funds

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

11. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials will be provided to each classroom.

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)
13,968.00	Lottery: Instructional Materials
5,935.65	EIA Funds
5599.00	General Education

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

12. Expand available software to support remedial instruction using the edmentum program.

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)
1,500.00	Title I
2,500.00	General Education
1,500.00	EIA Funds

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.

We have seen a decline in the % below standard. It is our goal to continue this trend. This goal is carried over as it was not completed due to the COVID 19 school closure in the spring of 2020 and the ongoing pandemic in 2021.

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

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.

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

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.

Goal 4

During the 2020/2021 school year, staff will use behavior interventions and educational enrichment programs to maximize student learning and motivation in all academic subjects.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2017 Bear River had an 8.2% suspension rate, in 2018 it decreased to 6.6% and in 2019 it decreased by 1.2%. Info was not reported in 2020 due to COVID and there were no suspensions in 2021 due to the pandemic and school attendance being modified.	Bear River would like to see a continued decrease in suspension rates and absences.

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

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.

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)

4,900.00

Source(s)

General Education

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. A Life Skills instructor will provide counseling to students with office or classroom referrals.

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)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Student Mentoring, MFLC, and site Counseling programs will be available to students with behavior referrals through the Life Skills department.

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)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.

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)

Strategy/Activity

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.

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)

6163.81

General Education

10,000.00

Foundation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. A counselor is available daily on site.

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)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)

8,000.00

General Education

5,000.00

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

8. Administration and counselor will attend the MTSS Grant trainings and bring information back to site to share with staff.

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)

Other

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

9. Monitoring of surveillance cameras for filming high risk areas of the campus.

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)

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

10. Incentives to encourage reading, academic achievement and strong character will be in place coordinated by grade levels.

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)

6,461.29

Title I

5000.00

General Education

3,000.00

Foundation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

11. Provide assemblies and motivational speakers that support goals.

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)

2000.00

General Education

1,003.76

Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

12. Provide family events on campus to support inclusion of all students and increase support of the school.

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)

2,100.00

Source(s)

General Education

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

13. Provide tobacco and drug education to students and teach the importance of a healthy lifestyle.

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)

5,000.00

Source(s)

Tobacco-Use Prevention Education

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.

In 2017 Bear River had an 8.2% suspension rate, in 2018 it decreased to 6.6%, the goal is to continue to see a decrease in suspension rates and absences. This goal is carried over as it was

not completed due to the COVID 19 school closure in the spring of 2020 and the ongoing pandemic in 2021.

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

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.

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
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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.

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	\$271,767.88

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 (\$)
Title I	\$76,435.49

Subtotal of additional federal funds included for this school: \$76,435.49

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 (\$)
EIA Funds	\$50,077.84
Foundation	\$33,000.00
General Education	\$56,800.00
LEP	\$13,534.55
Lottery: Instructional Materials	\$36,920.00
Tobacco-Use Prevention Education	\$5,000.00

Subtotal of state or local funds included for this school: \$195,332.39

Total of federal, state, and/or local funds for this school: \$271,767.88

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
Tobacco-Use Prevention Education	5,000.00	0.00
Lottery: Instructional Materials	29,596.00	-7,324.00
Title I	82,075.80	5,640.31
Title I Part A: Professional Development (PI Schools)	0	0.00
LEP	13,892.00	357.45
Admin	37,133.92	37,133.92
General Education	60,400.00	3,600.00
Maintenance	27,784.00	27,784.00
EIA Funds	52,142.19	2,064.35

Expenditures by Funding Source

Funding Source	Amount
EIA Funds	50,077.84
Foundation	33,000.00
General Education	56,800.00
LEP	13,534.55
Lottery: Instructional Materials	36,920.00
Title I	76,435.49
Tobacco-Use Prevention Education	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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	EIA Funds	50,077.84
	Foundation	33,000.00
	General Education	56,800.00
	LEP	13,534.55
	Lottery: Instructional Materials	36,920.00
	Title I	76,435.49
	Tobacco-Use Prevention Education	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,477.85
Goal 2	62,157.98
Goal 3	53,503.19
Goal 4	58,628.86

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Angela Gouker	Principal
Bridget Webb (2021-2023)	Classroom Teacher
Shelli Stinson (2021-2023)	Classroom Teacher
Melissa Morse (2021-2023)	Classroom Teacher
Peggy Rutter (2022- 2024)	Other School Staff
Kim Lopez (2022-2024)	Parent or Community Member
Cheryl Stillwell Carpenter (2021-2023)	Parent or Community Member
Tina Stauffer (2021-2023)	Parent or Community Member
Mathew Stineman (2021-2023)	Parent or Community Member
Jessica Teter Young (2021- 2023)	Parent or Community Member

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

English Learner Advisory Committee

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 09/29/2021.

Attested:

Principal, Angela Gouker on 09/27/2022

SSC Chairperson, Melissa Morse on 09/27/2022

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.

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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