

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bear River School	58727516056816	09/19/2019	

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 to survey staff about site needs periodically.

Classroom Observations

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

There are several different 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. This year Bear River will have a focus on reviewing formative assessment results, STAR reading and Moby Max Math 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 monthly minimum day release times 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)

32 of the 32 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 and ELA adoptions, as well as the Science curriculum pilot. 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 with ELA coordinators from the ELA adoptions to refine instructional practices. Monthly minimum days are utilized for site staff development and curricular planning and alignment, in addition to data analysis.

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

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

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. In addition, students can attend after school homework help. In the 4th and 5th grades, there are at-risk groups during ELA and Math instruction, in addition to after school early intervention and homework help. District staff is currently working on the pacing guides for ELA and Math and continue to adjust them as staff becomes more familiar with the programs.

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 and Math. Currently, the science teams are piloting Science curriculums for adoption this year. Due to controversy the District has chosed to wait on the History adoption until revisions are made to a few of the texts. 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 Read 180 program 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 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. 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	1.6%	1.23%	1.00%	9	7	6
African American	3.5%	3.68%	4.65%	20	21	28
Asian	3.5%	3.50%	2.66%	20	20	16
Filipino	0.7%	0.35%	.83%	4	2	5
Hispanic/Latino	20.7%	22.77%	26.74%	117	130	161
Pacific Islander	0.5%	1.23%	.83%	3	7	5
White	62.1%	58.14%	52.66%	351	332	317
Multiple/No Response	0.2%	%	10.63%	1		64
Total Enrollment				565	571	602

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 4	80	79	74
Grade 5	98	88	92
Grade 6	134	145	144
Grade 7	128	140	151
Grade 8	125	119	141
Total Enrollment	565	571	602

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 has grown the last three years consecutively due to 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	21	23		3.7%	4.0%	
Fluent English Proficient (FEP)	53	51		9.4%	8.9%	
Reclassified Fluent English Proficient (RFEP)	12	6		48.0%	28.6%	

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	93	79	82	90	79	82	90	79	82	96.8	100	100
Grade 5	86	98	87	86	97	87	86	97	87	100	99	100
Grade 6	125	134	138	123	131	135	123	131	135	98.4	97.8	97.8
Grade 7	123	130	140	120	128	139	120	128	139	97.6	98.5	99.3
Grade 8	136	118	121	132	116	120	132	116	120	97.1	98.3	99.2
All Grades	563	559	568	551	551	563	551	551	563	97.9	98.6	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2447.	2440.	2469.	14	15.19	26.83	19	22.78	24.39	37	24.05	20.73	30	37.97	28.05
Grade 5	2460.	2475.	2483.	3	6.19	13.79	28	36.08	26.44	27	23.71	25.29	42	34.02	34.48
Grade 6	2518.	2505.	2504.	17	12.98	5.19	34	24.43	34.81	20	32.82	30.37	29	29.77	29.63
Grade 7	2539.	2554.	2531.	11	14.06	9.35	39	42.97	33.81	26	25.00	26.62	24	17.97	30.22
Grade 8	2568.	2568.	2578.	11	9.48	20.83	44	44.83	36.67	20	33.62	22.50	24	12.07	20.00
All Grades	N/A	N/A	N/A	12	11.62	14.03	34	34.85	32.15	25	28.31	25.58	29	25.23	28.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	17	20.25	23.17	51	51.90	59.76	32	27.85	17.07
Grade 5	13	16.49	19.54	42	53.61	51.72	45	29.90	28.74
Grade 6	28	19.85	16.30	41	54.96	51.11	31	25.19	32.59
Grade 7	18	35.16	22.30	54	42.97	43.88	28	21.88	33.81
Grade 8	30	25.00	36.67	42	56.03	35.83	27	18.97	27.50
All Grades	22	23.96	23.62	46	51.72	47.42	32	24.32	28.95

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	9	6.33	14.63	62	62.03	56.10	29	31.65	29.27
Grade 5	14	14.43	16.09	43	54.64	55.17	43	30.93	28.74
Grade 6	21	14.50	8.15	37	44.27	56.30	41	41.22	35.56
Grade 7	20	26.56	18.71	53	53.13	56.83	27	20.31	24.46
Grade 8	26	20.69	29.17	51	53.45	46.67	23	25.86	24.17
All Grades	19	17.42	17.41	49	52.63	54.17	32	29.95	28.42

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	11	10.13	19.51	78	59.49	70.73	11	30.38	9.76
Grade 5	1	3.09	6.90	74	76.29	65.52	24	20.62	27.59
Grade 6	25	13.74	19.26	61	69.47	62.22	14	16.79	18.52
Grade 7	17	18.75	12.23	68	62.50	63.31	15	18.75	24.46
Grade 8	16	9.48	18.33	70	79.31	68.33	14	11.21	13.33
All Grades	15	11.62	15.45	70	69.69	65.54	15	18.69	19.01

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	7.59	18.29	61	59.49	50.00	27	32.91	31.71
Grade 5	10	8.25	17.24	62	62.89	54.02	28	28.87	28.74
Grade 6	25	17.56	16.30	54	53.44	59.26	20	29.01	24.44
Grade 7	15	21.88	27.34	53	60.16	49.64	32	17.97	23.02
Grade 8	15	24.14	33.33	64	59.48	50.00	20	16.38	16.67
All Grades	16	16.88	23.09	59	58.80	52.75	25	24.32	24.16

Conclusions based on this data:

1. In analyzing our data, we recognize that we have a need for further development in the Common Core Standards. The District is in the third year of a new Adoption which is better aligned to the new standards. We will have ongoing staff development in the use of the new program this year.
2. Historically, prior to the new testing format, the Bear River scores have always been high. This year, staff will 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	93	79	82	91	79	82	91	79	82	97.8	100	100
Grade 5	86	98	87	86	97	87	86	97	87	100	99	100
Grade 6	125	134	137	123	131	134	123	131	134	98.4	97.8	97.8
Grade 7	123	130	140	120	128	139	120	128	139	97.6	98.5	99.3
Grade 8	136	118	121	133	116	120	133	116	120	97.8	98.3	99.2
All Grades	563	559	567	553	551	562	553	551	562	98.2	98.6	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2469.	2453.	2477.	10	2.53	9.76	31	25.32	39.02	44	49.37	39.02	15	22.78	12.20
Grade 5	2465.	2470.	2479.	3	6.19	6.90	12	16.49	18.39	44	37.11	37.93	41	40.21	36.78
Grade 6	2527.	2493.	2508.	20	9.92	9.70	20	17.56	22.39	32	36.64	38.81	28	35.88	29.10
Grade 7	2535.	2552.	2520.	11	17.97	11.51	26	28.13	21.58	45	33.59	35.97	18	20.31	30.94
Grade 8	2577.	2567.	2591.	23	15.52	31.67	29	31.90	24.17	28	35.34	25.00	20	17.24	19.17
All Grades	N/A	N/A	N/A	15	11.25	14.41	24	23.96	24.38	38	37.57	35.05	24	27.22	26.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	26	16.46	28.05	44	41.77	50.00	30	41.77	21.95
Grade 5	8	12.37	8.05	33	31.96	45.98	59	55.67	45.98
Grade 6	31	16.79	17.91	33	36.64	43.28	37	46.56	38.81
Grade 7	23	31.25	17.99	44	39.06	38.85	33	29.69	43.17
Grade 8	35	23.28	44.17	39	56.90	35.83	26	19.83	20.00
All Grades	26	20.69	23.49	39	41.38	41.99	36	37.93	34.52

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	18	12.66	15.85	55	54.43	63.41	27	32.91	20.73
Grade 5	5	6.19	6.90	49	46.39	56.32	47	47.42	36.78
Grade 6	20	11.45	8.21	46	46.56	51.49	34	41.98	40.30
Grade 7	11	16.41	8.63	62	56.25	54.68	28	27.34	36.69
Grade 8	20	14.66	29.17	56	56.90	45.00	25	28.45	25.83
All Grades	15	12.52	13.70	54	52.09	53.38	31	35.39	32.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	11.39	14.63	57	48.10	59.76	30	40.51	25.61
Grade 5	6	2.06	8.05	52	55.67	56.32	42	42.27	35.63
Grade 6	22	8.40	14.18	51	50.38	54.48	27	41.22	31.34
Grade 7	18	20.31	16.55	57	63.28	58.27	26	16.41	25.18
Grade 8	22	18.97	36.67	65	59.48	44.17	14	21.55	19.17
All Grades	17	12.70	18.68	57	55.90	54.27	26	31.40	27.05

Conclusions based on this data:

1. This was the fourth year of our District Math adoption. Initial observation shows that overall, with the exception of 6th and 7th grade, our students grew in overall achievement, with more students moving up a band toward mastery of standards.
2. Further analysis and dis-aggregation of data shows our students have a relative strength in the strand of communicating reasoning with 73% 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

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				24

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6			*	*	*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*			24

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	*	*					*
Grade 5	*	*			*	*			*
Grade 6			*	*	*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					*
All Grades	*	*	12	50.00	*	*			24

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*			*	*	*
Grade 6			*	*	*	*	*	*	*
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*			*	*			*
All Grades	*	*	*	*	*	*	*	*	24

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	14	58.33			24

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	13	54.17	11	45.83			24

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6			*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*			*	*	*
All Grades	*	*	*	*	*	*	24

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	12	50.00	12	50.00			24

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
571	48.2%	4.0%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.0%
Foster Youth	1	0.2%
Homeless	16	2.8%
Socioeconomically Disadvantaged	275	48.2%
Students with Disabilities	49	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.7%
American Indian	7	1.2%
Asian	20	3.5%
Filipino	2	0.4%
Hispanic	130	22.8%
Two or More Races	52	9.1%
Pacific Islander	7	1.2%
White	332	58.1%

Conclusions based on this data:

1. Almost 50% of our school is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. As a site we are working to improve our ELA scores. We are working to jump a band next year.
2. Math is improving at a faster rate than ELA.

School and Student Performance Data

Academic Performance English Language Arts

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



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 11.6 points below standard Maintained 2.1 points 535 students	<p>English Learners</p>  Yellow 38.9 points below standard Increased 20.6 points 54 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 42.1 points below standard 14 students	<p>Socioeconomically Disadvantaged</p>  Yellow 31.4 points below standard Increased 5.1 points 259 students	<p>Students with Disabilities</p>  Red 108.9 points below standard Maintained 1.4 points 55 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3 points above standard Increased 21.9 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 37.1 points below standard Increased 6.5 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14 points below standard Increased 11.3 points 124 students	 Orange 23.3 points below standard Declined -12.1 points 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 8.9 points below standard Maintained 0 points 311 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.5 points below standard Increased 36.9 points 19 students	18 points below standard Increased 19.9 points 35 students	9.7 points below standard Maintained -0.5 points 465 students

Conclusions based on this data:

1. Our socioeconomic disadvantaged and EL student interventions have helped those groups rise above our GE population.
2. More interventions need to be layered into our GE populations to support their growth.

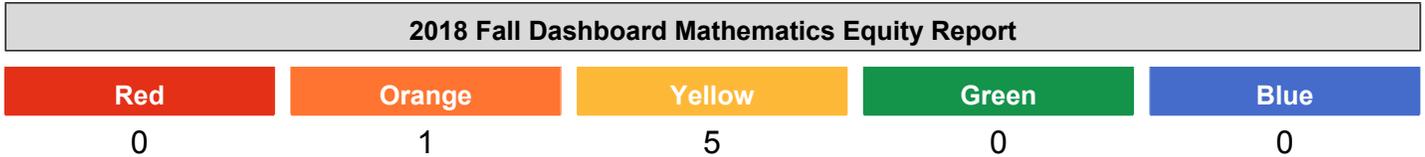
School and Student Performance Data

Academic Performance Mathematics

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



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 28.4 points below standard Increased 5.5 points 534 students	<p>English Learners</p>  Yellow 46.6 points below standard Increased 25.9 points 54 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 73.3 points below standard 14 students	<p>Socioeconomically Disadvantaged</p>  Yellow 49.9 points below standard Increased 7 points 258 students	<p>Students with Disabilities</p>  Orange 128.9 points below standard Increased 11.7 points 55 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.3 points below standard Increased 32.1 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 41.8 points below standard Declined -10.4 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.6 points below standard Increased 13.1 points 123 students	 Yellow 28.1 points below standard Increased 12.1 points 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Yellow 25.5 points below standard Increased 3.4 points 311 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.7 points below standard Increased 52.1 points 19 students	25.4 points below standard Increased 21.3 points 35 students	27.1 points below standard Increased 3.9 points 464 students

Conclusions based on this data:

1. With the exception of students with Disabilities, all subgroups are achieving at similar levels.
2. Students with Disabilities are achieving at a slower rate than other groups, but they have continued to make growth.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
24	33.3%	41.7%	25%	

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.

School and Student Performance Data

Academic Performance College/Career

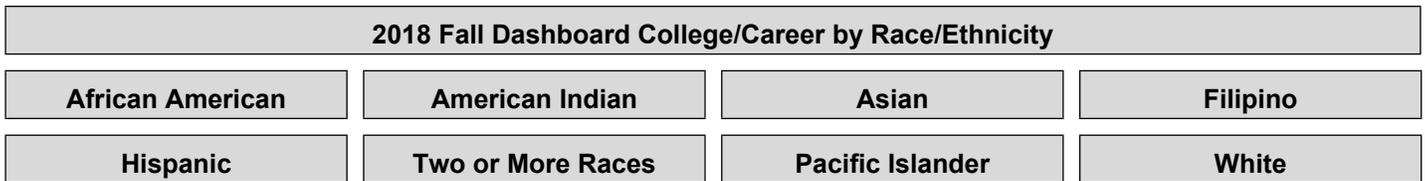
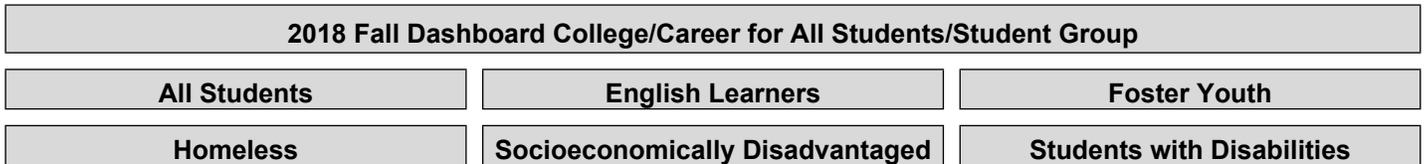
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

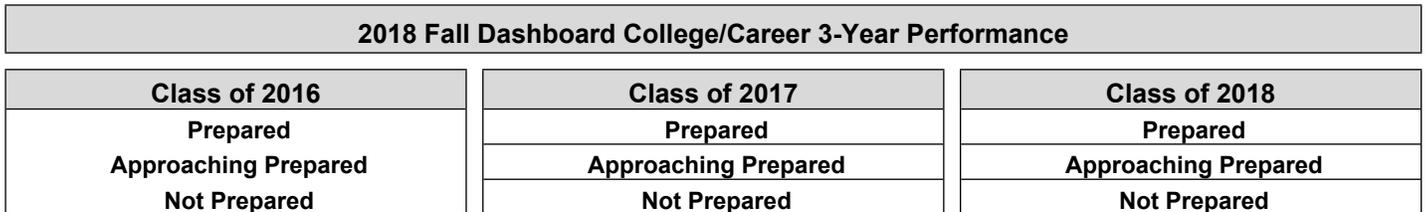
This section provides number of student groups in each color.



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



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



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.

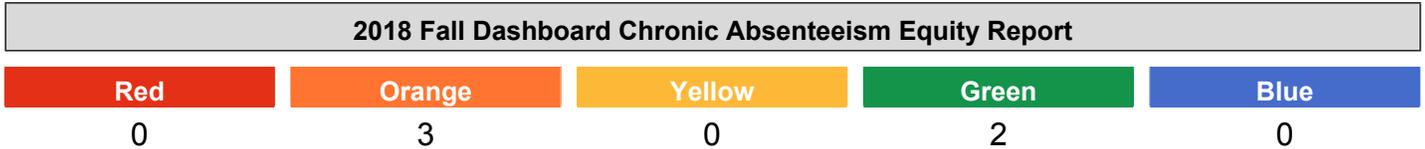
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.5% chronically absent</p> <p>Declined 0.8%</p> <p>600 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>10.3% chronically absent</p> <p>Increased 5.8%</p> <p>29 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>22.2% chronically absent</p> <p>18 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7% chronically absent</p> <p>Declined 0.6%</p> <p>298 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>8.3% chronically absent</p> <p>Increased 2%</p> <p>60 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% chronically absent Maintained 0% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 4.8% chronically absent Maintained 0% 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.8% chronically absent Increased 1.6% 139 students	 Orange 11.3% chronically absent Increased 4.9% 53 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 3.4% chronically absent Declined 2.7% 348 students

Conclusions based on this data:

- The school is implementing incentive measures to reduce absentism universally.

School and Student Performance Data

Academic Engagement Graduation Rate

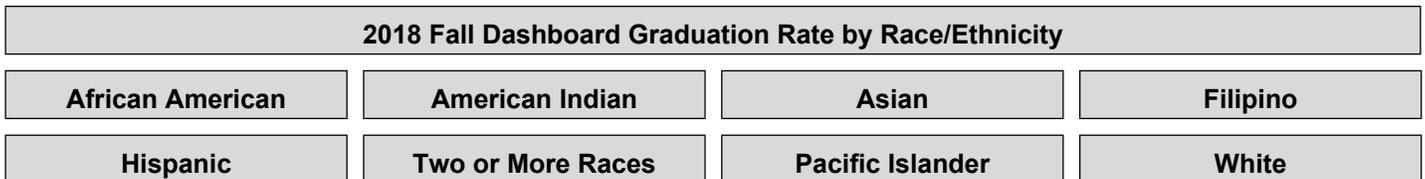
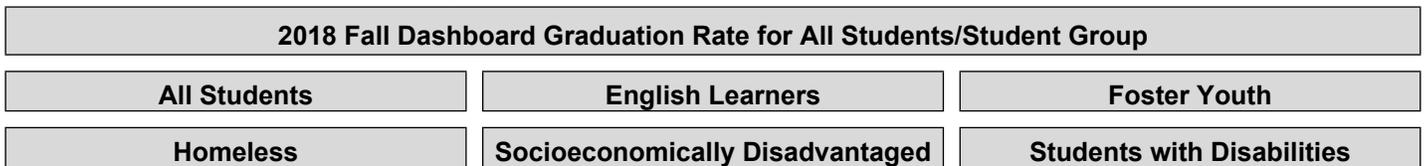
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

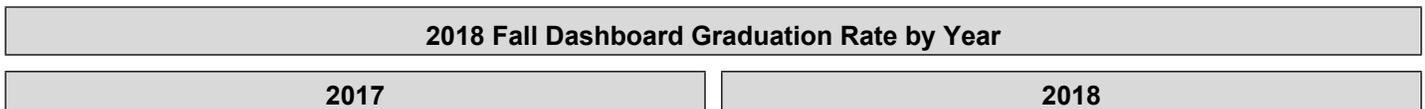
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. n/a

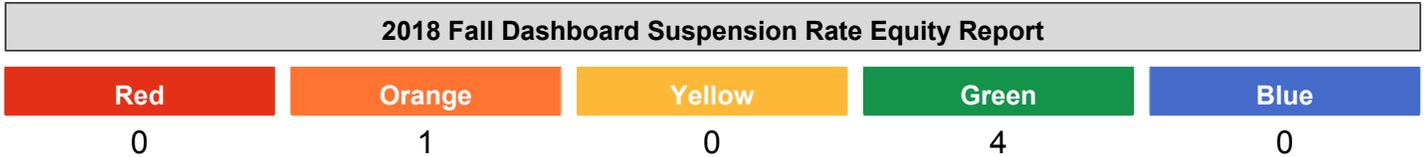
School and Student Performance Data

Conditions & Climate Suspension Rate

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



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.6% suspended at least once</p> <p>Declined -1.6%</p> <p>608 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.3% suspended at least once</p> <p>Increased 1.9%</p> <p>32 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>5.3% suspended at least once</p> <p>Declined -3.1%</p> <p>19 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.9% suspended at least once</p> <p>Declined -0.9%</p> <p>304 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>6.6% suspended at least once</p> <p>Declined -5.8%</p> <p>61 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3% suspended at least once Declined -13.8% 23 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0% suspended at least once Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9% suspended at least once Declined -4.9% 142 students	 Orange 7.5% suspended at least once Increased 5.4% 53 students	 No Performance Color Less than 11 Students - Data 7 students	 Green 7.7% suspended at least once Declined -0.6% 352 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.8% suspended at least once	8.2% suspended at least once	6.6% suspended at least once

Conclusions based on this data:

1. There was a decrease in suspensions over the last three years.

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 2019-20 school year, the proficiency level on the California Standards Tests for ELA will improve from 5 percent as measured by the CAASPP assessment.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2017 13.7% of students were below standard in ELA In 2018 scores improved and 11.6% were below in ELA	We saw a 2.1 % decrease in students below standard in ELA from 2017 - 2018. Our goal is to reach a 5% reduction.

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

5,000.00

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)

4,000.00

Source(s)

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)

18,700.00

Source(s)

Lottery: Instructional Materials

4,000.00

EIA Funds

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)
5000.00	Title I Part A: Professional Development (PI Schools)
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)
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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)
5000.00	Title I Part A: Professional Development (PI Schools)

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)

5,000.00

Source(s)

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)

2,966.66

Source(s)

Title I Part A: Professional Development (PI Schools)

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)

2,966.66

Title I Part A: Professional Development (PI Schools)

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)

Source(s)

1,133.36

Title I

5000.00

General Education

20000.00

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)

Source(s)

[Empty input field for Amount(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)

Source(s)

[Empty input field for Amount(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)

Source(s)

10,000.00

Title I

5,000.00	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)	Source(s)
5,000.00	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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 continue to increase in proficiency levels each year.

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

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
	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	The % of students below standard will decrease by 5%

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)

13,425.93

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)

10,000.00

Source(s)

Title I

5,000.00

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)
5,000.00	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)
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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)

2,966.66

Source(s)

Title I Part A: Professional Development (PI Schools)

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)

2,966.66

Source(s)

Title I Part A: Professional Development (PI Schools)

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)

1,000.00

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)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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)

1,000.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

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

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
	In 2017 33.9% were below standard in Math In 2018 scores improved 28.4% were below standard in Math	From 2017 to 2018 we saw a 5.5% reduction in students below standard in math. We hope to continue this trend.

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)

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)

5000.00

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)

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)

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)

Source(s)

4,996.24

Title I

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. 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)

2,500.00

Source(s)

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)

8,700.00

Source(s)

Lottery: Instructional Materials

8,000.00

EIA Funds

4,000.00

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: 2018-19

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.

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 2018/2019 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%	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)	Source(s)
5,000.00	General Education

[Redacted]

[Redacted]

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)

[Redacted] 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)

[Redacted] 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)

5,000.00

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)
5,000.00	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)
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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)
4,000.00	Title I
4,000.00	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)
2,000.00	General Education
2,003.76	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)

2,000.00

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: 2018-19

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.

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.

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	\$270,744.35

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	\$63,625.85
Title I Part A: Professional Development (PI Schools)	\$21,866.64

Subtotal of additional federal funds included for this school: \$85,492.49

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	\$50,925.93
Foundation	\$33,000.00
General Education	\$50,500.00
LEP	\$13,425.93
Lottery: Instructional Materials	\$32,400.00
Tobacco-Use Prevention Education	\$5,000.00

Subtotal of state or local funds included for this school: \$185,251.86

Total of federal, state, and/or local funds for this school: \$270,744.35

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	32,400.00	0.00
Title I	63,625.85	0.00
Title I Part A: Professional Development (PI Schools)	21,866.64	0.00
LEP	13,425.93	0.00
Admin	36,888.00	36,888.00
General Education	60,000.00	9,500.00
Maintenance	27,054.00	27,054.00
EIA Funds	50,925.93	0.00

Expenditures by Funding Source

Funding Source	Amount
EIA Funds	50,925.93
Foundation	33,000.00
General Education	50,500.00
LEP	13,425.93
Lottery: Instructional Materials	32,400.00
Title I	63,625.85
Title I Part A: Professional Development (PI Schools)	21,866.64
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
	EIA Funds	50,925.93
	Foundation	33,000.00
	General Education	50,500.00
	LEP	13,425.93
	Lottery: Instructional Materials	32,400.00
	Title I	63,625.85
	Title I Part A: Professional Development (PI Schools)	21,866.64
	Tobacco-Use Prevention Education	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,759.17
Goal 2	52,285.18
Goal 3	43,696.24
Goal 4	52,003.76

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
Robin Goyea (2018-2020)	Classroom Teacher
Shelli Stinson (2018-2020)	Classroom Teacher
Melissa Morse (2018-2020)	Classroom Teacher
Laura Blackford (2019-2021)	Other School Staff
Kim Lopez (2019-2021)	Parent or Community Member
Cheryl Stillwell (2019- 2021)	Parent or Community Member
Tina Stauffer (2019-2021)	Parent or Community Member
Angie Conway (2018 – 2020)	Parent or Community Member
Julie Banks (2018-2020)	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 09/19/2019.

Attested:



Principal, Angela Gouker on 09/19/2019



SSC Chairperson, Shelli Stinson on 09/19/2019