

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bear River School	58727516056816	9/29/2025	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bear River School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Bear River School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Bear River 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.

This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism, Suspension Rate, ELA and Math

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There were no indicators two or more performance levels below the all students performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No other needs were identified.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bear River School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.72%	0.53%	0.34%	4	3	2
African American	1.27%	0.53%	1.71%	7	3	10
Asian	1.08%	1.60%	1.54%	6	9	9
Filipino	0.54%	1.06%	0.85%	3	6	5
Hispanic/Latino	31.46%	31.91%	32.14%	174	180	188
Pacific Islander	0.72%	1.24%	1.20%	4	7	7
White	54.43%	53.55%	52.14%	301	302	305
Two or More Races	9.04%	9.04%	10.09%	50	51	59
Not Reported	0.72%	0.53%	%	4	3	
Total Enrollment				553	564	585

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 4	77	91	92
Grade 5	89	81	96
Grade 6	142	142	124
Grade 7	118	140	134
Grade 8	127	110	139
Total Enrollment	553	564	585

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. In addition, new housing developments that are entering the area.
2. Our enrollment consists of many inter-district requests from outlying communities.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	36	37	41	6.5%	6.6%	7.0%
Fluent English Proficient (FEP)	41	34	26	7.4%	6.0%	4.4%

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	80	78	92	78	78	92	78	78	92	97.5	100.0	100
Grade 5	95	92	79	94	90	79	94	90	79	98.9	97.8	100
Grade 6	119	142	134	114	139	131	114	139	131	95.8	97.9	97.8
Grade 7	118	115	141	114	113	134	114	113	134	96.6	98.3	95
Grade 8	133	122	112	127	118	108	127	118	108	95.5	96.7	96.4
All Grades	545	549	558	527	538	544	527	538	544	96.7	98.0	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2472.	2470.	2425.	28.21	26.92	9.78	24.36	19.23	20.65	19.23	29.49	26.09	28.21	24.36	43.48
Grade 5	2484.	2495.	2493.	18.09	17.78	20.25	25.53	31.11	29.11	22.34	21.11	22.78	34.04	30.00	27.85
Grade 6	2510.	2506.	2518.	10.53	9.35	13.74	33.33	34.53	29.77	28.07	26.62	34.35	28.07	29.50	22.14
Grade 7	2544.	2531.	2533.	14.04	8.85	8.21	38.60	34.51	36.57	20.18	31.86	30.60	27.19	24.78	24.63
Grade 8	2570.	2561.	2546.	14.96	14.41	7.41	44.09	38.14	37.96	22.05	23.73	31.48	18.90	23.73	23.15
All Grades	N/A	N/A	N/A	16.32	14.31	11.40	34.35	32.53	31.43	22.58	26.58	29.78	26.76	26.58	27.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	26.92	20.51	14.13	56.41	61.54	60.87	16.67	17.95	25.00
Grade 5	23.40	16.67	21.52	60.64	65.56	63.29	15.96	17.78	15.19
Grade 6	15.79	13.67	15.27	61.40	56.12	62.60	22.81	30.22	22.14
Grade 7	15.79	17.70	15.67	68.42	61.95	67.16	15.79	20.35	17.16
Grade 8	23.62	17.80	20.37	53.54	63.56	52.78	22.83	18.64	26.85
All Grades	20.68	16.91	17.10	60.15	61.34	61.58	19.17	21.75	21.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	15.38	11.54	8.70	58.97	60.26	50.00	25.64	28.21	41.30
Grade 5	10.64	10.00	13.92	55.32	58.89	58.23	34.04	31.11	27.85
Grade 6	4.39	7.91	9.92	57.89	51.08	61.83	37.72	41.01	28.24
Grade 7	20.18	12.39	12.69	53.51	55.75	59.70	26.32	31.86	27.61
Grade 8	11.81	16.95	13.89	66.14	57.63	53.70	22.05	25.42	32.41
All Grades	12.33	11.71	11.76	58.63	56.13	57.17	29.03	32.16	31.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	15.38	12.82	3.26	74.36	78.21	77.17	10.26	8.97	19.57
Grade 5	12.77	17.78	11.39	73.40	71.11	69.62	13.83	11.11	18.99
Grade 6	17.54	15.11	17.56	68.42	73.38	66.41	14.04	11.51	16.03
Grade 7	13.16	10.62	10.45	75.44	78.76	70.90	11.40	10.62	18.66
Grade 8	17.32	15.25	12.04	75.59	73.73	77.78	7.09	11.02	10.19
All Grades	15.37	14.31	11.40	73.43	74.91	72.06	11.20	10.78	16.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	12.82	14.10	9.78	70.51	73.08	68.48	16.67	12.82	21.74
Grade 5	17.02	18.89	16.46	59.57	65.56	65.82	23.40	15.56	17.72
Grade 6	18.42	17.27	18.32	67.54	64.03	67.18	14.04	18.71	14.50
Grade 7	14.91	15.04	17.91	69.30	64.60	69.40	15.79	20.35	12.69
Grade 8	18.90	18.64	12.04	67.72	70.34	73.15	13.39	11.02	14.81
All Grades	16.70	16.91	15.26	66.98	67.10	68.93	16.32	15.99	15.81

Conclusions based on this data:

1. Writing is our lowest area. In all other areas almost 80% of our students are at or near standard and above.
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. 4/5 staff has moved to leveled reading groups to address ongoing gaps left over from COVID and we have implemented the iReady program. In addition, we noticed students not taking their time on the test so we have incorporated a testing incentive field trip.
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. This year we are refining our IReady pacing to give staff better progress assessment data and interventions/supplemental materials.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	80	78	92	78	78	92	78	78	92	97.5	100.0	100
Grade 5	95	92	79	93	90	79	93	90	79	97.9	97.8	100
Grade 6	119	142	134	113	139	131	113	139	131	95.0	97.9	97.8
Grade 7	118	115	141	113	113	134	113	113	134	95.8	98.3	95
Grade 8	133	122	112	126	118	108	126	118	108	94.7	96.7	96.4
All Grades	545	549	558	523	538	544	523	538	544	96.0	98.0	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2466.	2472.	2442.	12.82	16.67	4.35	29.49	30.77	26.09	37.18	33.33	38.04	20.51	19.23	31.52
Grade 5	2467.	2486.	2491.	5.38	16.67	15.19	19.35	20.00	18.99	35.48	28.89	32.91	39.78	34.44	32.91
Grade 6	2527.	2527.	2537.	19.47	20.14	24.43	23.01	21.58	22.14	30.09	31.65	32.06	27.43	26.62	21.37
Grade 7	2522.	2511.	2529.	9.73	7.96	12.69	25.66	25.66	24.63	30.09	32.74	32.84	34.51	33.63	29.85
Grade 8	2574.	2558.	2547.	26.19	20.34	15.74	19.05	27.12	21.30	33.33	22.88	31.48	21.43	29.66	31.48
All Grades	N/A	N/A	N/A	15.49	16.54	15.07	22.94	24.72	22.79	32.89	29.74	33.27	28.68	29.00	28.86

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	21.79	20.51	8.70	46.15	52.56	55.43	32.05	26.92	35.87
Grade 5	7.53	12.22	16.46	53.76	58.89	55.70	38.71	28.89	27.85
Grade 6	11.50	12.95	14.50	59.29	62.59	61.83	29.20	24.46	23.66
Grade 7	10.62	7.96	9.70	53.98	57.52	64.93	35.40	34.51	25.37
Grade 8	21.43	15.25	8.33	54.76	54.24	64.81	23.81	30.51	26.85
All Grades	14.53	13.38	11.40	54.11	57.62	61.21	31.36	29.00	27.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	12.82	14.10	5.43	65.38	64.10	68.48	21.79	21.79	26.09
Grade 5	9.68	8.89	12.66	61.29	66.67	64.56	29.03	24.44	22.78
Grade 6	11.50	15.11	19.08	73.45	64.03	64.12	15.04	20.86	16.79
Grade 7	9.73	7.08	13.43	69.03	66.37	63.43	21.24	26.55	23.13
Grade 8	17.46	17.80	10.19	67.46	64.41	69.44	15.08	17.80	20.37
All Grades	12.43	12.83	12.68	67.69	65.06	65.81	19.89	22.12	21.51

Conclusions based on this data:

1. Math continues to be a weaker area at site. This year the 4th - 8th will be using the iReady curriculum and 4th - 5th will also implement leveled math groups.
2. Prior analysis and dis-aggregation of data in prior year shows at least 70+% of our students are At or near standard and above.
3. IReady is being implemented at all grade levels this year to give staff better progress assessment data and more supplemental/intervention activities. Based on 24-25 assessment data 90% of students made growth over the previous year, however some did not jump bands because the state moved the band cut points.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	6	8
5	*	*	*	*	*	*	*	*	*	8	4	6
6	1513.3	*	*	1507.1	*	*	1518.9	*	*	11	8	*
7	*	1534.4	*	*	1530.2	*	*	1538.0	*	5	13	8
8	*	*	1569.1	*	*	1577.2	*	*	1560.5	5	6	13
All Grades										32	37	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*	*
7	*	0.00	*	*	61.54	*	*	38.46	*	*	0.00	*	*	13	*
8	*	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13
All Grades	9.38	10.81	26.32	50.00	48.65	50.00	31.25	27.03	15.79	9.38	13.51	7.89	32	37	38

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	63.64	*	*	27.27	*	*	0.00	*	*	11	*	*
7	*	23.08	*	*	61.54	*	*	15.38	*	*	0.00	*	*	13	*
8	*	*	53.85	*	*	38.46	*	*	0.00	*	*	7.69	*	*	13
All Grades	31.25	37.84	50.00	50.00	40.54	36.84	15.63	13.51	7.89	3.13	8.11	5.26	32	37	38

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	0.00	*	*	63.64	*	*	27.27	*	*	11	*	*
7	*	0.00	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
8	*	*	7.69	*	*	53.85	*	*	30.77	*	*	7.69	*	*	13
All Grades	6.25	5.41	5.26	21.88	35.14	39.47	50.00	29.73	44.74	21.88	29.73	10.53	32	37	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
7	*	0.00	*	*	92.31	*	*	7.69	*	*	13	*
8	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13
All Grades	15.63	24.32	34.21	71.88	64.86	57.89	12.50	10.81	7.89	32	37	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
7	*	69.23	*	*	30.77	*	*	0.00	*	*	13	*
8	*	*	92.31	*	*	7.69	*	*	0.00	*	*	13
All Grades	50.00	70.27	73.68	46.88	21.62	21.05	3.13	8.11	5.26	32	37	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	9.09	*	*	9.09	*	*	81.82	*	*	11	*	*
7	*	0.00	*	*	46.15	*	*	53.85	*	*	13	*
8	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
All Grades	6.25	8.11	10.53	37.50	48.65	60.53	56.25	43.24	28.95	32	37	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
7	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
8	*	*	15.38	*	*	76.92	*	*	7.69	*	*	13
All Grades	6.25	16.22	18.42	81.25	75.68	76.32	12.50	8.11	5.26	32	37	38

Conclusions based on this data:

1. Data in this area is difficult to translate, as we serve a migrant population and the students are not consistent from year to year- they enter the program short term and various levels and disenroll fairly quickly.
2. Our EL populations, although migrant, continue to make good growth with the supports that we have in place.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
564	60.5%	6.6%	0.4%
Total Number of Students enrolled in Bear River School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	6.6%
Foster Youth	2	0.4%
Homeless	25	4.4%
Socioeconomically Disadvantaged	341	60.5%
Students with Disabilities	76	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
American Indian	3	0.5%
Asian	9	1.6%
Filipino	6	1.1%
Hispanic	180	31.9%
Two or More Races	51	9%
Pacific Islander	7	1.2%
White	302	53.5%

Conclusions based on this data:

1. 60% % of our school is socio-economically disadvantaged. We have intervention programs to help students who may not have equitable access at home, we have strategies classes, homework help classes, and Academic intervention classes.
2. All students receive free lunch and breakfast on site each day.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- As a site we are looking at ways to continue to improve our Math and ELA scores.
- We are evaluating our math and ELA assessments and interventions. We have moved to a new math curriculum and are implementing leveled math groups in the 4th and 5th grades. Students had not taken testing seriously, we implemented a testing incentive and that has produced promising results in the 25-26 testing cycle.

3. Absenteeism continues to be a concern since COVID. As a site we are implementing Attendance incentives and tying attendance to our merit trips, we are already seeing improvement.

School and Student Performance Data

Academic Performance English Language Arts

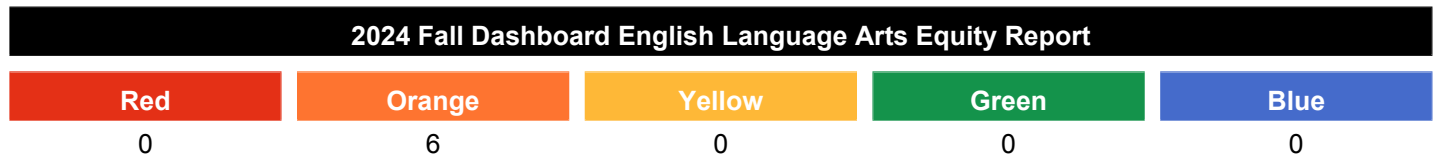
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 19.3 points below standard Declined 6.4 points 529 Students	English Learners  Orange 69.5 points below standard Declined 4.9 points 51 Students	Long-Term English Learners  No Performance Color 121.8 points below standard Declined 18.5 points 17 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 45.2 points below standard Maintained 0.9 points 22 Students	Socioeconomically Disadvantaged  Orange 39.1 points below standard Declined 6.2 points 320 Students

Students with Disabilities  Orange 94.3 points below standard Increased 10.6 points 73 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Orange 28.7 points below standard Maintained 0.5 points 167 Students
Two or More Races  Orange 7.6 points below standard Declined 28.9 points 45 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Orange 16.0 points below standard Declined 7.2 points 289 Students

Conclusions based on this data:

1. When we analyzed data this spring we saw the dip in scores in the 24-25 school year. We moved to leveled reading and math groups in the 4th - 5th and are piloting a new math program. With the implementation of the IReady we are able to build individualized intervention for students. In addition, students did not try on tests, we saw many clicking buttons. Last year we introduced a testing incentive and we have promising scores for 25-26.
2. More interventions need to be layered into our GE populations to support their growth. We implemented leveled reading groups last year and math groups this year in the 4th and 5th grades.
3. We are changing our interventions with our students with disabilities to help move their growth.

School and Student Performance Data

Academic Performance Mathematics

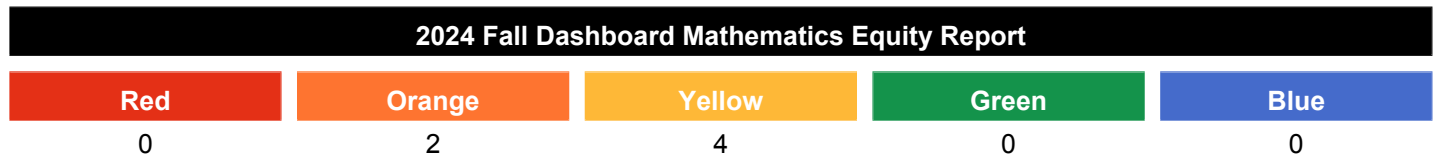
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 31.6 points below standard Maintained 1.6 points 528 Students	English Learners  Yellow 79.2 points below standard Increased 8.2 points 51 Students	Long-Term English Learners  No Performance Color 111.9 points below standard Increased 33.6 points 17 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 34.5 points below standard Increased 52.7 points 22 Students	Socioeconomically Disadvantaged  Yellow 49.7 points below standard Increased 6.9 points 320 Students

Students with Disabilities  Orange 117.6 points below standard Increased 21.5 points 73 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Orange 50.5 points below standard Maintained 1.1 points 167 Students
Two or More Races  Yellow 14.3 points below standard Maintained 0.4 points 45 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Yellow 24.2 points below standard Maintained 0.8 points 288 Students

Conclusions based on this data:

1. We continue to see increases, this is attributed to higher 6th -8th scores and the use of the iReady math curriculum. We are piloting the curriculum in the 4th and 5th grade this year. We are also moving to leveled math groups.
2. IReady will make assessment, identification of low areas, and targeted remediation more systematic for all students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
57.9 points above standard making progress.	58.8 points above standard making progress.
Number Students: 38 Students	Number Students: 17 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	10	0	22

Conclusions based on this data:

- 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. We had several students enter our program that had not been enrolled in school for a couple years in their home country due to COVID and the war in the Ukraine.

School and Student Performance Data

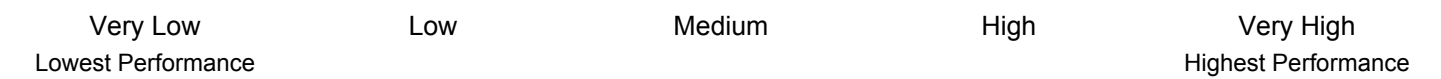
Academic Performance College/Career Report

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 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

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This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.8% Chronically Absent

Declined 5.9

594 Students

English Learners



Yellow

15.4% Chronically Absent

Declined 13.2

39 Students

Long-Term English Learners



No Performance Color

23.5% Chronically Absent

Declined 15.4

17 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

31.3% Chronically Absent

Declined 14.6

32 Students

Socioeconomically Disadvantaged



Yellow

19.1% Chronically Absent

Declined 8.2

362 Students

Students with Disabilities  Orange 23.3% Chronically Absent Declined 7.3 86 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 15.6% Chronically Absent Declined 7.1 192 Students
Two or More Races  Yellow 15.4% Chronically Absent Declined 3.6 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Yellow 15.9% Chronically Absent Declined 5.7 321 Students

Conclusions based on this data:

1. The school is implementing incentive measures to reduce absenteeism universally. COVID and COVID protocols have made movement in this area very difficult to achieve. We are currently tying our merit system with attendance and initially this year we have seen improvement, in addition the state has changed the rules for independent study.
2. The District is implementing a new SARB system to work with families who are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

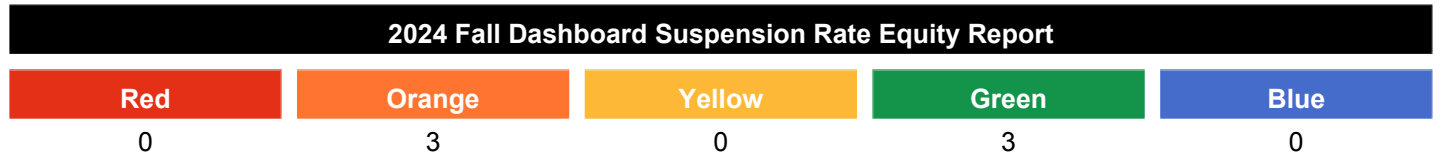
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.2% suspended at least one day Declined 0.8% 601 Students	English Learners  Orange 7.3% suspended at least one day Increased 2.7% 41 Students	Long-Term English Learners  No Performance Color 11.8% suspended at least one day Increased 6.5% 17 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 9.1% suspended at least one day Declined 3.4% 33 Students	Socioeconomically Disadvantaged  Orange 7.3% suspended at least one day Increased 0.7% 368 Students

Students with Disabilities  Green 2.3% suspended at least one day Declined 3.4% 87 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 5.1% suspended at least one day Increased 0.8% 195 Students
Two or More Races  Green 1.9% suspended at least one day Declined 4.8% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 6.2% suspended at least one day Declined 0.5% 324 Students

Conclusions based on this data:

1. Discipline has significantly increased since 2021, we attribute it to a loss of social skills due to COVID and COVID restrictions. We are starting to see suspensions trend down and behavior improving. Most often the suspensions are repeat offenses from the same student not multiple students.
2. We have increased positive behavior supports in place through reward systems and merit systems with incentives that have been chosen by the students. The last two years rewards have not been as enticing due to COVID protocols and restrictions. Field trips are now back in place as an option.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA

For the 2025-26 school year, the proficiency level on the California Standards Tests for ELA will improve 5 percent as measured by the CAASPP assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students, including at-risk students, will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students will increase their overall ELA performance by 5%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Score	In 2017 13.7% of students were below standard in ELA In 2018 scores improved and 11.6% were below in ELA In 2019 we increased 9.5 points and jumped to the Green Band In 2020 the test was suspended In 2021 scores were not reportable in the traditional form as the test was modified due to COVID In 2022 scores were lower than 2019, but not as significantly as we were worried due to COVID. BR students dropped less than other surrounding Districts 2022/2023 All students were 33.2 points below standard, this was a 3.9 point decline from last year. 2023/2024 All students were 19.3 points below standard, even though this is stated as a decline in this report, it is because bands moved, this was actually an improvement over the 33.2 points below standard the last year.	Staff had been concerned the drop may be larger than it was due to a significant shift in student populations mid year due to new housing opening in our area in 2023-2024. Many students entered in January of the 2023-24 school year. With the large influx of new students entering our program, staff have been implementing new interventions to address identified deficits.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Provide small group instruction in the classroom, pull out instruction and/or in after school with targeted instruction for English Language Arts and Math.	All students	District Funded
1.2	2. Learning Center services are available to at-risk students in addition to students with identified disabilities.	Special Education and Intervention	RSP/SDC Funds
1.3	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. Use IReady learning paths to address individual student deficits.	All Students	14,992.49 Title I 2,460.00 General Education
1.4	4. Provide each self contained class a mobile lab for students and staff. One to One implementation for 6th- 8th grade.	All Students	0 EIA Funds
1.5	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. IReady is being implemented this year as core curriculum in math for 4th - 8th and intervention for all grades.		13,952.00 Lottery: Instructional Materials 0 District Funded
1.6	6. All teachers will use research based instructional skills and materials to promote standards based learning in the classroom.		0 District Funded
1.7	7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.		
1.8	8. Staff development efforts will target progress assessments and supplemental/intervention materials.		
1.9	9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.		0 District Funded
1.10	10. Grade levels meet monthly to discuss instructional and enrichment programs and to ensure educational consistency across the grade level.		
1.11	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.		
1.12	12. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.		3,133.36 Title I 2400.00 General Education 20000.00 Foundation
1.13	13. EL students have a designated pull out instructional support time.		District Funded
1.14	14. Designated Bilingual EL teacher is available to target English Language Development.		District Funded
1.15	15. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.		District Funded
1.16	16. Use of Renaissance Web Based programs Accelerated Reader, STAR Literacy, STAR Math and iReady will be implemented and used in grades 4th-8th to enhance student achievement in ELA and Mathematics.		12,038.05 Title I 3,000.00 General Education
1.17	17. Expand available software to support remedial instruction through Edmentum and iReady		5,000.00 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Last year site started with school wide reading groups in 4/5. Teachers found they needed additional resources to implement intervention, team will use iReady My Path to help fill diagnosed gaps. Groups will continue this year and curriculum continues to be refined to meet needs.

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

Last year we lost the EIA funds and LEP funds therefore site will have to continue to look at creating no-cost interventions to meet those needs.

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.

Changes are the addition of the monitored use of My Path in IReady.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Learner

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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, as well as proficiency in English.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Staff will focus on Mathematics proficiency in academics

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/CAASP	In 2017 13.7% of students were below standard in ELA and 33.9% were below in Math In 2018 scores improved and 11.6% were below in ELA and 28.4% were below in Math In 2019 47.2% increased at least 1 level In 2020 testing was suspended due to COVID In 2021 testing was not reported due to COVID In 2022 scores were lower than 2019, but not as significantly as we were worried due to COVID. BR students dropped less than other surrounding Districts 2022 30% of ELs decreased 1 ELP Level, 46.7% Maintained ELP Levels 1, 2l, 2h, 3l, 3h, and 23.3% Progressed at least one ELP Level 2023/24 Data 5.7% Decreased 1 ELP Level, 34.3% Maintained ELP Levels 1, 2l, 2h, 3l, 3h, and 60% Progressed at least 1 ELP level 2024/25 Data 5 students Decreased 1 ELP Level, 10 students Maintained ELP Levels 1, 2l, 2h, 3l, 3h, and 22 students Progressed at least 1 ELP level	Student scores will increase by 5% through the use of new intervention systems.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.		0 District Funded
2.2	2. Learning Center services are available to at-risk students in addition to students with identified disabilities.		District Funded
2.3	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.		12,348.35 Title I 0 EIA Funds
2.4	4. District adopted core curriculum and materials, supplemental instructional materials and		8,000.00

	enrichment materials (i.e. materials to supplement academic language and comprehension) will be provided to each classroom.		Lottery: Instructional Materials None Specified
2.5	5. All teachers will use research based instructional skills to promote standards based learning in the classroom.		
2.6	6. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.		
2.7	7. Staff development efforts will target instructional efficacy and content mastery.		
2.8	8. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.		
2.9	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.		
2.10	10. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.		4,000.00 Title I 0 EIA Funds
2.11	11. Improve achievement in the area of math by using core curricular content and iReady My Path; leveled math groups to fill gaps at 4th and 5th grade levels.		0 EIA Funds
2.12	12. A designated Bilingual EL teacher is available to target English Language Development.		District Funded
2.13	13. Learning Center para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.		District Funded
2.14	14. Use of Renaissance Web Based programs Accelerated Reader, Accelerated Math, STAR Literacy, STAR Math, and iReady will be implemented and used in grades 4th-8th to enhance student achievement in ELA and Mathematics.		7,000.00 Title I 3,137.19 General Education
2.15	15. Expand available software to support remedial instruction using the Edmentum and iReady programs.		5,000.00 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategies led to a significant increase in progression leading to students being 58 pts above the standard.

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

Goals went as described.

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.

The major changes will be as a result of funding. There are no longer LEP funds to help with programs so staff will have to maintain progress without additional resources.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Teachers will use pilot math curriculum and assessments to identify missing skills as well as create lessons to help fill the academic gaps in addition to the CAASPP data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

As teachers continue to refine an 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall Math scores are low.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	In 2017 33.9% were below standard in Math In 2018 scores improved 28.4% were below standard in Math In 2019 we maintained by improving 2.3 points In 2020 testing was suspended due to COVID In 2021 testing was modified due to COVID and scores were not reported In 2023/24 students over all decline 3.9 points from previous year average and were 33.2 points below the standard. in 2024/2025 overall scores maintained, and all subgroups (EL, SD, Homeless and Disabled showed increases).	5% improvement on Math Scores

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Monthly staff meetings will be scheduled to analyze data as a grade level team and plan intervention needs.		District Funded
3.2	iReady Math testing will be completed each trimester to monitor student progress in mathematics.		
3.3	3. Moby Max, Edmentum and IReady will be used in all math classrooms as enrichment to the general program as well as a tool to reteach missing math skills.		8000.00 General Education
3.4	4. Special education para-educators and teachers will identify students who are at- risk and offer small group interventions to target missing skills. Staff will use targeted programs such as Sonday, SIPPS, touch math, iReady my path to help fill identified areas of weakness.		2,000.00 Title I
3.5	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.		District Funded
3.6	6. After school interventions will be offered to 4th and 5th students who require additional instruction in math.		After School and Education Safety (ASES)
3.7	7. Provide small group instruction in the classroom, and pull out instruction in after school with targeted instruction in math.		District Funded
3.8	8. Learning center services available to at-risk in addition to students with identified disabilities.		District Funded
3.9	9. Use technology programs to support academic development in that area of math Edmentum, Moby Max, and IReady		5,996.24 Title I 0 EIA Funds 8,218.00 Lottery: Instructional Materials
3.10	10. Provide each self contained class a mobile lab for students and staff. One to one implementation for 6th -8th grade.		15,886.95 Title I

3.11	11. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials will be provided to each classroom. Ongoing professional development to assist teachers in the implementation of the iReady math curriculum.		15,037.00 Lottery: Instructional Materials None Specified 6739.00 General Education
3.12	12. Expand available software to support remedial instruction using the Edmentum program and iReady.		1,868.56 Title I 2,500.00 General Education 0 EIA Funds
3.13	Leveled math groups in the 4th and 5th grade classrooms		District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff felt there was not enough targeted support for identified remediation needs. District adopted IReady program that allows for individual diagnostics and remediation through My Path.

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

We have lost EIA funds which is a huge impact to the resources we can use. Staff have eliminated other programs in order to adopt IReady due to budget constraints.

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.

Progress will be monitored through IReady Diagnostics

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Culture

During the 2025/2026 school year, staff will use behavior interventions, field trips and educational enrichment programs to maximize student learning and motivation in all academic subjects.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

15.8% of students were chronically absent, this was a 5.9% decline in absences from 24/25, 5.2% of students were suspended at least one day. This was a .7% decrease from 24/25

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard	In 2017 Bear River had an 8.2% suspension rate, in 2018 it decreased to 6.6% and in 2019 it decreased by 1.2%. Info was not reported in 2020 due to COVID and there were no suspensions in 2021 due to the pandemic and school attendance being modified. Absences were hard to regulate due to the COVID 19 protocols. All schools saw an increase in absenteeism due to the pandemic. We will work to bring absenteeism back down. In 23/24 21.7% of students were chronically absent, this was a .5% decline in absences from 22/23, 5.9% of students were suspended at least one day in 23/24. This was a 3.3% increase from 22/23. 24/ 25 15.8% of students were chronically absent, this was a 5.9% decline in absences from 24/25, 5.2% of students were suspended at least one day. This was a .7% decrease from 24/25	Bear River would like to see a continued decrease in suspension rates and absences.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Anti-Bully curriculum (Steps to Respect) will be in place in 4th – 5th grades, with support for Anchored4Life curriculum being used with Teacher and Counselor support.		4,900.00 General Education
4.2	2. A Life Skills instructor will provide counseling to students with office or classroom referrals.		District Funded
4.3	3. Student Mentoring and site Counseling programs will be available to students with behavior referrals through the Life Skills department. Interns will be presenting classroom lessons on social skills.		District Funded Grant funded
4.4	4. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.		
4.5	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.		6163.81 General Education 10,000.00 Foundation
4.6	6. A counselor is available daily on site. The site will have 2 social work interns, 1 counseling intern and 1 psychologist intern to assist.		District Funded Grant Funded
4.7	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.		8,000.00 General Education 0 Title I
4.8	8. Administration and counselor will attend the MTSS Grant trainings and bring information back to site to share with staff.		Other
4.9	9. Monitoring of surveillance cameras for filming high risk areas of the campus.		District Funded
4.10	10. Incentives to encourage reading, academic achievement and strong character will be in place coordinated by grade levels.		4,000 Title I 5000.00 General Education

			3,000.00 Foundation
4.11	11. Provide assemblies and motivational speakers that support goals.		2000.00 General Education 0 Title I
4.12	12. Provide family events on campus to support inclusion of all students and increase support of the school.		2,100.00 General Education
4.13	13. Provide tobacco and drug education to students and teach the importance of a healthy lifestyle.		5,000.00 Tobacco-Use Prevention Education
4.14	14. Merit trip incentives will have attendance tied to them.		2,100.00 General Education

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Upon the review of data, it was found it was the same 7 students who were repeatedly suspended.

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

There are funding shifts with cuts in Title 1, EIA, and our GE dollars, staff are looking for low cost incentives to use with students. In addition, this will be the sites 2nd year with the implementation of the peer support group using Anchored4Life.

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.

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

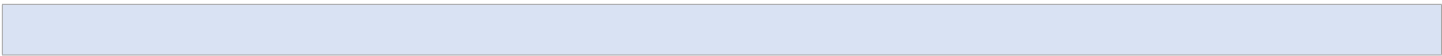
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$234,971.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$93,264.00

Subtotal of additional federal funds included for this school: \$93,264.00

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 (\$)
District Funded	\$0.00
EIA Funds	\$0.00
Foundation	\$33,000.00
General Education	\$58,500.00
Lottery: Instructional Materials	\$45,207.00
Tobacco-Use Prevention Education	\$5,000.00

Subtotal of state or local funds included for this school: \$141,707.00

Total of federal, state, and/or local funds for this school: \$234,971.00

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	45,207.00	0.00
Title I	93,264.00	0.00
Title I Part A: Professional Development (PI Schools)	0	0.00
LEP	0	0.00
Admin	35,685.00	35,685.00
General Education	58,500.00	0.00
Maintenance	26,910.00	26,910.00
EIA Funds	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
EIA Funds	0.00
Foundation	33,000.00
General Education	58,500.00
Lottery: Instructional Materials	45,207.00
Title I	93,264.00
Tobacco-Use Prevention Education	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	17,452.49

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	EIA Funds	0.00

	Foundation	33,000.00
	General Education	58,500.00
	Lottery: Instructional Materials	45,207.00
	Title I	93,264.00
	Tobacco-Use Prevention Education	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,975.90
Goal 2	39,485.54
Goal 3	66,245.75
Goal 4	52,263.81

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
Tiffany Trigueiro (2024-2026)	Classroom Teacher
Lonnie Rohde (2025-2027)	Classroom Teacher
Max Henderson (2025-2027)	Classroom Teacher
Peggy Rutter (2025-2027)	Other School Staff
Jessica Clearwater (2024-2026)	Parent or Community Member
Michaela Franklin (2025-2027)	Parent or Community Member
Rochelle deBrito (2025 -2027)	Parent or Community Member
Lauren Link (2025-2027)	Parent or Community Member
Amber Kennedy (2025-2027)	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
	Principal, Angela Gouker on 9/29/2025
	SSC Chairperson, Vice Chair, Tiffany Trigueiro on 9/29/2025

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 9/29/2025.

Attested:

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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