



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bear Creek High School	39685853930237		June 18, 2024

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 Creek High School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Bear Creek High 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media)

Meeting schedules and agendas

Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums April 17, 2024
- Student focus groups April 25, 2024
- Faculty and staff meetings, Apr 23, 2024
- Advisory committee meetings April 17, 2024

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

- Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

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 only.

Based upon the California School Dashboard state indicators, Bear Creek High School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, Two or more races entered ATSI due to meeting the criteria based on the following indicators: suspension as reported on the 2023 CA Dashboard release. Two or more races' students entered ATSI due to meeting the criteria based on suspension rate as reported on the CA Dashboard 2023 release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the ATSI Action Plan. Bear Creek High School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

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.

Bear Creek High School's Graduation Rate indicator was in the "Orange" performance category as reported by the 2023 CA Dashboard.

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.

Based on the needs assessment, we have identified the following areas in suspension rate that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified (a) Suspension rate of students with two or more races were in the red for the past two years AND (b) and English Learner suspension rate was in the red for 2023. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our Two or more races and English Learners will mirror that of the general population (All Students group on the dashboard for suspension).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

CDE CA Dashboard Data for the 2022-23 school year indicates that Bear Creek High School is in the Red in each of the following indicators for the following student groups:

Two or more races and English Learners for Suspension

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
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 33% Tier 2 TFI Score no percent.	2024-2025 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 40%
PBIS Recognition	Developing for the 2023-2024 School Year	Silver for the 2024-2025 School Year
Suspension Rate	11.1% (red) of Two or more races students (135 students) were suspended at least one day as demonstrated on the 2023 CA Dashboard. 10.4% (red) of English Learners (EL's) (193 students) were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Bear Creek High will reduce the suspension rate for Two or more races students 0.3% to (Orange) as measured by the 2024 CA Dashboard. Bear Creek High will reduce the suspension rate for English Learner students to (Orange) as measured by the 2024 CA Dashboard.

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	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	6600 LCFF 5800 Prof and Operating/Consultants Teacher Professional Development
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support.</p>	All	3000 LCFF

	<p>Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	<p>2000 LCFF</p> <p>Unity March and International Night</p>

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	High for Black/African American Students, Students with Disabilities and Two or More Races	Suspension Rates for the following student groups as reported by the 2023 CA Dashboard: Black/African American- Yellow Students with Disabilities- Orange Two or More Races- Red

Analysis

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

The goal this past year was to lower the suspension rate from very high to high for our Black/African American students, Students with disabilities and students with two or more races. We met the goal for Students with disabilities and our Black/African American population. The strategies and activities have been effective for some student groups. Our 2023 data indicates we need to continue the work, and increase our efforts to improve student engagement with our students with two or more races and EL students.

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

We budgeted \$8,000 to be used to send teachers to conferences and workshops to improve the instructional pedagogy and social emotional support for students. We spent \$8,000 and supplemented with ESSER grant funds to send fifty teachers to conferences and workshops. Some examples of the workshops and conferences are AVID Summer Institute, AVID Institutes that were offered during the March and October break, CADA conference, Link Crew Advisor workshop and CMC Math conference

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.

Our goal is to have the educational outcomes of our Two or more races and English Learners mirror that of the general population (All Students group on the dashboard for suspension). We will continue to provide professional development to our staff to improve classroom engagement and SEL for students will continue. Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity review had not occurred since 2020. Our new administrative team is having regular meetings with Tier 1 and Tier 2 teams and conducting the Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity reviews. Our goal is to increase our TFI score to 80% implementation in Tier 1 and 40% in Tier 2.

Goals, Strategies, & Proposed Expenditures

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

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$11,600.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$11,600.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$11,600.00

Total of federal, state, and/or local funds for this school: \$11,600.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF	11,600.00

Expenditures by Budget Reference

Budget Reference	Amount
5800 Prof and Operating/Consultants	6,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	5,000.00
5800 Prof and Operating/Consultants	LCFF	6,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,600.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 17, 2024.

Attested:



Principal, Julie Hummel on May 15, 2024



SSC Chairperson, Mira Lowery on May 15, 2024