

Self-Study Visiting Committee Report

Accrediting Commission for Schools,
Western Association of Schools and Colleges

California State Department of Education

for

Bear River High School

11130 Magnolia Road

Grass Valley, CA 95949

March 12- March 14, 2018

Visiting Committee:

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Chapter I: Progress Report

Since the last full visit of 2011, Bear River high school has been working hard to deal with declining enrollment, turnover in staffing and administration, and creating a culture and identity for the school as it moves into the new decade. Bear River has experienced declining enrollment for the last several years. With the economic downturn experienced throughout the country in recent years, and in Nevada County in particular, families have been forced to find employment out of the area or have chosen to move closer to their places of employment to alleviate the costs associated with commuting. That being said, the enrollment has begun to stabilize and enrollment this year is around 620 students, up a little from the previous year thanks in part to the manner in which they have begun to attract students from many charter and other schools in the area.

In spite of declining enrollment and depleted funds from the state, they have made every effort to maintain the depth and breadth of their programs. Even with no targeted funding, they continue to provide advanced courses, and AP classes. They continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, drama and dance. They are working to build the CTE/STEM pathways, including the introduction of an A.P. Computer Science course for the 2016-2017 school year, as a means of meeting the needs of 21st century careers. They have developed two new CTE pathways, Computer Science and Digital Media Arts, which were implemented during the 2016-2017 school year. This year, they added another level within the Computer Science pathway, A.P. Computer Science

The current principal started in Fall, 2013 and began a significant change in culture and in communications between all stakeholders for Bear Valley. The Core Values were embedded within the curriculum and are reflected in all activities. This is one of the most powerful cultural shifts at Bear River in recent years. The Core Values quickly become fundamental to who they are and what they do as Bruins -- they are visible everywhere on campus and are embedded in classrooms, on athletic teams, and in other clubs and organizations. The principal meets regularly with a Core Values Student Advisory Team, which is composed of students representing all classes and grade levels. They discuss ways to further the values in the everyday actions and expectations and also engage staff and students in celebration and recognition of the Core Values. The Core Values are what define what it means to be a Bear River Bruin.

The Bruin Core Values (SLO's) are identified as

GRIT

A Bruin with grit...

- sticks with things, even (and especially) when they get hard -- never giving up
- demonstrates guts, initiative, resilience, and tenacity
- is goal-oriented and able to plan and meet deadlines, resisting procrastination
- asks for help
- turns things around -- working harder to improve
- takes on challenges in rigorous coursework and other opportunities to grow and learn

- communicates with staff and peers about needs and challenges

EMPATHY

A Bruin with empathy...

- seeks cultural awareness
- values diversity
- actively collaborates to support all individuals
- is vulnerable and approachable
- listens without judgment
- is inclusive, patient, and understanding
- works to make sure others feel heard, valued, and understood

INTEGRITY

A Bruin with integrity...

- takes personal responsibility for his/her own behavior, academics, and relationships
- competes and performs with sportsmanship, originality, and self-control
- is honest and trustworthy, avoiding the temptation to cheat, lie, or blame others
- takes ownership of his/her mistakes
- doesn't make excuses
- leads by example and is a positive role model and influence on others
- does the right thing, even (and especially) when no one is looking

INTELLECTUAL and CREATIVE CURIOSITY

A Bruin with intellectual and creative curiosity...

- learns for the sake of learning
- is willing to take risks
- engages in civil civic discourse and accepts others' viewpoints
- comes to school with an open mind and asks deeper-level questions in order to learn more
- recognizes different ways to demonstrate and measure intelligence and learning
- learns from failure
- creates and innovates, making his/her school and community better and richer

COMMUNITY

A Bruin with ownership in our community...

- takes pride in maintaining a clean and vibrant campus
- mentors and supports other Bruins through everyday interactions
- understands that "tradition never graduates" and is unrestricted by time and space
- demonstrates community-mindedness through service, involvement, volunteerism, stewardship,
- and activism
- leaves his/her school and community better than he/she found it
- represents Bear River, the community, state, and nation with pride and ownership

Their six-year WASC accreditation was reaffirmed in the 2014-2015 school year at the mid-cycle visit and review. They continue to revise and draw upon WASC goals and action plans as the foundation of continual progress. The entire school was deeply engaged in the WASC accreditation this year.

During the 2016-2017 school year the schedule was changed to allow for consistent staff development. Additionally, time was worked into the school day to support educational

programs for struggling learners as well as enrichment programs for advanced students. This innovative and state recognized program means that students receive support and opportunities consistent with a solid educational program for all.

The staff and leadership of Bear River High School have addressed the items that were identified at the last WASC visit and have used those items as the catalyst for the changes and staff development over the past three years.

1. Increase the use of student achievement data to drive both teaching and learning at Bear River High School.

Bear River High School has put several programs into place to better identify students who are struggling. Using data collected from these students, they have added a built-in daily tutoring period (Bruin Time). This period is used to assist in specific need areas, to support student time in the classroom, and to offer enrichment programs for students who are succeeding with the regular academic program. They have added a full-time Intervention specialist who uses data (test scores, grades, etc.) and teacher referrals to identify at-risk students to place in (Bruin Time); Schoology is used on the formative assessments as well as links on Google Drives for students to use. English and Math are in the process of developing the use of OARS/Illuminate for quarterly benchmark assessments and Social Science and Science will begin using this testing platform in the future. The assistant principal goes through 8th Grade cum files before students enter allowing for the school staff to better identify students who may be entering with a greater need for support. Academic support is also offered to all coaches to assist with student positive choices. Plans are in place to fully assess and use that assessment to steer instruction in the future in all core disciplines. They have also obtained a license for NoRedInk, a grammar learning and testing program.

2. Increase the percentage of students meeting or exceeding standards on the CAASPP assessments.

At Bear River High School the math and English departments are using OARS for quarterly benchmarks (now identified as Illuminate), however the process of using quarterly benchmarks is not being utilized by all departments at this time. Scheduling is smooth and cohesive; the testing environment is well-thought out. The CAASPP testing is proctored by department teachers, in familiar settings. The district TOSA helps implement strategies for CAASPP success. Close reading across the curriculum is implemented with all staff using collaboration time to focus on better ways to address and practice new strategies.

Focused use of Bruin Time for academic remediation/support. Students are scheduled into Bruin Time in subjects that are challenging for them with their classroom teachers in small groups, so they are able to receive one-on-one and small group support and reteaching.

3. Increase articulation with the primary feeder school (Magnolia Intermediate School) the other comprehensive high school in the district (Nevada Union High School), and

the local community colleges (particularly Sierra College) as well as the CSU and UC systems.

There has been a huge change in the communication between the different feeder programs and with the programs where students matriculate to after graduation from Bear Valley

- o Bear River Athletic Coaches have increased involvement and communications with Magnolia including Jr. Bruins. Spring assembly introducing 8th graders to coaches and programs. Cooperation of volleyball, basketball, and track programs (sharing coaches and facilities).
- o Math & English assessments (Mag); Special Ed. (transition): Reading test used to inform Accelerated Reading selection and gives baseline of reading scores.
- o Math department is meeting with Magnolia Math teachers regularly to increase continuity within the implementation of the CPM Math curriculum
- o Counselors meet with incoming Frosh students
- o Counselors present on high school readiness / expectations in 7th grade class.
- o Counselors do college and career presentations at Magnolia
- o Future Bruins Day at BR showcases programs, class visits, school culture.
- o Incoming parents' nights
- o Counselors attend CSU/UC workshops
- o District Counselors monthly meetings
- o Cooperative 8th grade Cheerleading preparation and tryouts with current BRHS cheerleaders
- o NJUHSD joint College and Career Night
- o Field trips to Sierra College and Sacramento State University
- o Inclusive performing arts programs
- o BRHS students participate in Magnolia's science camp
- o UC reader on campus to work with seniors
- o Articulation agreement with CSU Sacramento (AP CSP)
- o CTE working with Sierra College
- o Common textbooks with NU
- o Counselors visiting charter schools and middle schools
- o Sierra College visits to BR to give placement tests
- o Video production is articulated with Sierra College
- o A-G approval pathways
- o CTE pathways
- o Class field trips to Community and nearby colleges
- o Inviting Magnolia students to participate in Bear River community events
- o World Language departments use common texts and common assessments
- o BR math department and Magnolia using common curriculum (CPM Math)
- o Non-grads are discreetly targeted for Bruin Times with counselors and administration for extra support. Sessions are called "Students on Special Assignment" or "Bruin Den"
- o Drama including Magnolia students in Fall 2017 production of Our Town
- o Bear River music program brings feeder school students on campus to collaborate musically
- o Bear River students serve as coaches for feeder school athletic programs
- o Bear River student leaders are implementing a Big Brothers/Big Sisters Pals

Program, which connects Bear River students as mentors with feeder school students. They will visit the feeder schools weekly to help with academic and social skills.

4. Promote learning environments that are safe, drug free, and conducive to learning.

- o Bear River High School employs the following activities and programs to reach their desired goals:
- o Athlete Committed program;
- o Breaking Down the Walls;
- o RTI - Bruin Time;
- o SPORT (TUPE);
- o Core Values-Staff and students participated in the defining of the Bruin Core Values. This resulted in prioritizing what it means to the community to be a Bruin. Those values are: Empathy, Grit, Community, Intellectual curiosity and Integrity;
- o TARS (student assistance program) counseling component;
- o CORE Drug Diversion classes; County Wellness Survey "What's Up Wellness" to identify at risk kids;
- o The Wellness Center is a newly established on site wellness center that provides a calming space for group counseling, therapy, meditation and meetings focused on the well being of the students;
- o There are many on campus clubs that provide students with numerous opportunities to get involved.
- o There are also other on site activities including Every 15 minutes, Breaking Down The Walls, LINK crew; there are also drug dogs on campus.

5. Continue to refine implementation of the new California State Standards.

The staff at Bear River High School continues to focus on school-wide literacy; OARS/Illuminate for formative assessment; the use of CAASPP interim assessment blocks in Math and ELA; Core aligned curriculum for ELA courses, curriculum is being modified and re-aligned with CCSS; ERWC is an added Expository Reading and Writing Course. All seniors not taking AP English are enrolled in ERWC (the course is based on common core standards and developed by CSUS English professors). All grade levels incorporating at least one unit of ERWC units per semester.

ESM- added to math department as a senior math course; District Curriculum Committee has implemented a textbook adoption cycle and materials are carefully vetted for their adherence to the CA State Standards.

- Formative assessment is a focus to be worked on; Illuminate will help in Math, English, Social Science and Science.
- ERWC is in place just not in all Departments.

6. Address the individual needs of all students, in terms of academic intervention, academic and cultural enrichment, and social/emotional education and support.

There is an Intervention Specialist position who advises on Bruin Time (System of referrals for students who need more focused attention, Grade-level remediation for struggling (D/F) students in Bruin Time, Camp Savoie is a focus on ~12 struggling sophomores in Bruin Time. Bear River also employs The Bruin Den which is a focus on the most academically at-risk freshmen. There are numerous school clubs; A Leadership class which leads the rallies, dances, and pump-up parties; a Wellness Center is utilized for counseling groups, class activities, and Bruin Time enrichments such as meditation and yoga.

- School Culture !!!!!!!!!!!!!
- Intervention specialist does a great job of placing kids in Bruin Time along with the help of staff finding D/F students
- Mr. Macdonald the Leadership advisor/teacher keeps school energized and culture alive.

7. Improve communication on all levels, both within the school organization and with the community beyond BRHS, in an effort to educate and inspire regarding all the positive things happening at BRHS.

- Bear River High School has a new marquee, this allows for the making announcements of achievements and upcoming events very easy;
- The principal sends out a weekly school message to families;
- There is a weekly email update to staff that the principal sends out;
- The school has created an improved website; there are many new display boards throughout campus;
- The school has a social media BRHS Facebook page;
- There is an "On the Town" radio show at KCNO (monthly) that the principal does a shout out;
- There are Town Hall meetings (LCAP) w/surveys;
- Future Bruins Day/Night; New SIS system to improve communication for students and parents about grades and assignments;
- The "Bear River Bulletin" a student-produced news show is posted online; *The Current*, the student-run news website, is viewable at BRCurrent.com; and a School-wide use of Google Site products.

8. Improve and promote the positive school culture, connecting all students, staff, and families to the school in meaningful ways.

Bear River has a core value system that was developed in collaboration with all staff: Grit, Integrity, Empathy, Intellectual/Creative Curiosity, Community prominently displayed at entrance of school; Breaking Down the Walls; Staff culture is strong(visibly noticed); there is a Club Rush to encourage club membership; Students and Staff Members of the Month (selected by staff) The Bear River staff has Badge of the Bruin letters that

acknowledges achievements of the student body. Any staff member can select any number of students at any point during the school year for their Bruin values.

CHAPTER II: STUDENT/COMMUNITY PROFILE

Bear River High school is located in Grass Valley, California; a small, rural community with a rich Gold Rush history located about sixty miles northeast of Sacramento. The district encompasses 980 square miles of scenic foothills and mountains. The county covers both the eastern and western sides of the Sierra Nevada mountain range. Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District and recently celebrated its 30th anniversary during the 2015-2016 school year. As a means of engaging stakeholders, the school has forged strong partnerships with the surrounding community for joint access to school facilities, library, athletic facilities and the performing arts center.

Since Bear River's mid-cycle WASC review in 2015, the school community has witnessed declining enrollment, and statewide economic downturn, that that has forced families to find employment out of the area, with some commuting forty miles to work in Sacramento or to move closer to their places of employment to alleviate the costs associated with commuting. Although the Bear River High School community has made transitions due to the demographic and enrollment ebb and flow, the school enrollment has shown signs of stabilizing. In light of the uncertainty, the Bear River staff has made every effort to maintain the depth and breadth of the programs, drawing upon their WASC goals and action plans as the foundation for continual collaboration and progress.

One of the most powerful cultural shifts at Bear River High School has been the development of their Core Values program, created in the spring of 2017, through collaboration with all stakeholders. The Core Values has become the driving force behind the character and citizenship development in classrooms, on the athletic field, and during clubs and stakeholder organization meetings. The Bear River Bruin community values: Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community.

The Bear River staff has worked diligently to design a mission and vision statements for 21st century learning as well as branding the Bear River Bruin mantras that defines the school as a "beautiful, rural setting perfectly reflects the experience students have on the campus. The safe, serene, welcoming environment enables students to grow in their confidence and skills, preparing them for success beyond high school." The Bear River staff pride themselves on creating and building a school culture that is inclusive, engaging, and respectful, where their students and staff feel at home and experience the tremendous pride that comes with being a Bear River Bruin.

College and career readiness at Bear River High School is set upon a 220 Credit Diploma track that meets the UC/CSU a-g requirements. This includes - 4 years of English (40 Credits), 3

years of Math (30 Credits), 3 years of Social Studies (30 Credits), 2 years of Science (20 Credits), 2 years of Physical Education (20 Credits), 1 year for VAPA (10 Credits), 1 year of Frosh Tech / Health (10 Credits) and Electives (60 Credits). Through a varied and diverse list of electives, students can choose from Agriculture and CTE courses, Fine and/ or Applied Art, Visual and Performing Arts and Computer Science.

A challenge that the Bear River staff is undertaking is determining the needs of students based upon California's new accountability and continuous improvement system. The Dashboard provides information about how the local educational agencies and schools are meeting the needs of California's diverse student population by identifying strengths, challenges, and areas in need of improvement. Currently Bear River identifies that although they have a strong 98.9% graduation rate (Blue – Highest Performance Rating), there are discrepancies regarding the increase of student suspensions (Red – Lowest Performance Rating) from previous years, specifically when looking at students with Socioeconomically Disadvantaged and Students with Disabilities. The school also notes that they have had neutral growth in English Language Learner progress. The school staff has been working with the district office to correct anomalies in the reporting data that could lead to a misleading interpretation of the number of suspensions.

The parents and community stakeholders are very involved in the evaluation of school climate and culture through yearly Open Forum opportunities, district Town Hall meetings; district LCAP Steering Committees, WASC Focus Group meetings as well as other school and community opportunities for feedback - surveys, meetings at the school site, and dialogue with staff. Bear River parents can also contribute their voice through the school Site Council, school district bond committees (Measure B), and several parent booster clubs, volunteer opportunities, providing transportation for co-curricular and extracurricular activities, and donating funds to support different activities.

SCHOOL CLIMATE: Recently the staff and stakeholders at Bear River have identified multiple challenges facing the student population. Specifically they have seen an increasing trend in student mental health concerns, including depression and anxiety - feelings of depression, sadness, hopelessness, extreme stress, or anxiety. They are also witnessing an increase in the percentage of students who are arriving at Bear River High School with low academic skills and a history of academic difficulty. There is also a shift from the traditional diploma and four-year College track minded student to a more career, technical education (Career / Vocational Education) education student, as well as issues with truancy. The school staff has been diligently monitoring the student trends and have been working to provide, where necessary, academic interventions, college and career planning and attendance checks.

Using relevant student demographic data, the Bear River staff and stakeholders have had discussions around the general decline in student motivation, engagement and adequate preparedness for high school success, where the student data shows that fewer students are motivated to learn and, overall, the school feels less supportive and inviting place for students to learn. Staff members are curious about whether technology (smartphone use) is a hindrance / distraction in the classroom, whether students are taking less personal responsibility or seem less engaged and "present" in the learning environment. The school staff agreed in August to implement a "No Cell Phone" policy in the classrooms in an effort to help students connect /

reconnect with the instruction / curriculum.

From the data provided, the Bear River staff has identified three areas of critical need around school climate: 1) Students need to feel supported, held to high expectations, and that they have caring relationships with adults on campus. 2) More Bear River students are dealing with trauma and family/personal issues than in years past and need support. 3) Student mobility and connections with the school culture will be a challenge into the future with many new students coming from non-traditional feeder patterns. The school staff also identified the need for additional district funded counseling support, additional staffing support to alleviate staff being spread thin covering multiple positions (career technician, administrative assistant)

ADVANCED PLACEMENT: Recently the staff and stakeholders at Bear River have identified multiple challenges regarding the general downward trend in the Advance Placement program. Specifically, there has been a marked decline in participation, retention, motivation and a declining pass rate for the AP tests. The Bear River staff hypothesize that higher than normal class sizes and the composition and preparedness for AP classes may be a factor.

Using relevant student data, the staff has found that fewer students are taking the AP tests: 166 in 2013 to 146 in 2017 and students do not seem adequately prepared as evidence by their exam scores. As well, there is an emerging trend of students taking one or more AP classes but are not following up with registering for the test. Students have identified that taking AP classes has become normalized and/or expected if you applying to college (grade inflation) rather than being topics of general academic interest.

The Bear River staff has identified four areas of critical need around school AP testing: 1) Students need stronger analytical skills and writing skills to perform well on exams. 2) Students need a better process for deciding whether they are prepared for AP type exams. 3) Students need to know the implications of the rigor that AP courses demand and what is expected for college. 4) There should be hard and fast requirements (prerequisites) for enrollment in AP classes.

CHAPTER III: Quality of the Schools Programs

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources –

Summary:

Challenges arise with the declining enrollment and subsequent staff restructuring, leaving fewer personnel to meet increased needs. In spite of these challenges, existing measures are continuously being evaluated to determine interventions and supports for students. These include, but are not limited to: the Healthy Kids survey, parent and student surveys, teacher observations and recommendations, department chair meetings, weekly staff collaboration, administrative informal/formal evaluation, peer observation/feedback through classroom

visitations, intervention team meetings, CAASPP scores, academic screeners, Bruin Time remediation/enrichment placements, collaborative evaluation of the D & F list, parent conferences/SST process, reevaluation of 504 accommodations, and teacher and parent referrals. Administration and staff are responsive to the growing needs of students and the need to alter instruction and supports with an evolving population. In an effort to meet these changing needs for the 2017/18 school year, they added an intervention specialist, full time school psychologist, a Wellness Center, Core value acknowledgements and incentives, and revamped the Bruin Time remediation offerings.

Early in the 2016-17 school year, they worked collaboratively to redefine the vision and mission statements. The staff spent several of the collaborative days looking at the wording of each and finally at the November staff meeting, the staff caucused on the Vision statement and arrived at: Bear River is the school no one ever wants to leave... a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community. Going through a similar process of reflection, the Bear River Mission states: Bear River High School's mission is to provide students with a positive learning environment that provides a variety of opportunities to develop a solid educational background, one offering the tools to enable them to become productive and adaptable members of an evolving society. In an effort to incorporate ever-shifting future global competencies and current educational research, BRHS works within the framework of CCSS, NGSS, other state standards, considers the student/community profile data and the district LCAP in order to support these learning outcomes so that all students can achieve at high levels.

In the Spring of 2017, the BRHS staff engaged in the process of refining the Schoolwide Learner Outcomes (SLOs). They began by asking the question, "What does it mean to be a Bruin?" During collaboration times, they met in heterogeneous groups to brainstorm the qualities and characteristics they strived to impart in each of the students. They were able to narrow the list down to five key traits: Grit, Empathy, Integrity, Intellectual & Creative Curiosity, and Community. They then went on to further define what qualities "a Bruin with ___" would exhibit, possess, be able to accomplish, pass on to future Bruins. To do so, they met as a staff, discussed possibilities, and reached a general consensus on certain aspects. All students were engaged in the process in either history or Tech/Health classes, where they were asked to reflect and add input to a growing list of qualities. Noting repetitions and similarities, an even more refined list emerged.

Parents and community members were asked for input when the Core values were shared with them via weekly phone-call and email announcements. Bear River High School's mission and vision statements are on the school's website. The vision and mission statements are also located in the student handbook. The BRHS Core Values (SLOs) are displayed in most classrooms and in the student handbook, as well as on the website. They spend part of the "Week of Welcome" reiterating and re-emphasizing these Core Values in every class. The vision and mission statement, as well as the Core Values, are emphasized during every parent informational meeting, on all social media updates, and in weekly correspondences from the principal. Community members, parents/guardians, and the PTSA commit to the school's vision, mission, and Core Values by engaging in a variety of benchmark projects and assisting teachers as often as they can.

They sought input from all stakeholders for the purpose of decision making that impact student empowerment and preparation for the future. The Athlete Committed program brings together student athlete leaders to be trained and provide regular input about the needs and direction of the athletic programs and teams. The principal meets regularly with a Core Values Student Advisory Group, which is composed of student representatives from all classes. This group meets to discuss current needs and issues from students' perspectives. In the spring of 2017, the entire student body participated in the development of the Core Values which was a very empowering process for all. The Student Leadership program includes a section of students who work every day to impact decisions at Bear River as well as a Student Council that meets weekly and includes student leaders at all grade levels.

One of the main priorities that has emerged within the past couple of years is the need to address student mental health, as evidenced by the data they have gathered from the California Healthy Kids Surveys and other student surveys. To that end, the district has provided a great deal of professional development related to these concerns. The district employs a comprehensive process for formulating and adopting the district LCAP each year, which sets forth the allocation of resources for the following school year. The process includes site input, which is gathered through staff meetings, collaboration meetings, and department chairs meetings, as well as the input through the Site Council and student advisory groups. Several members of the site community serve on the district's LCAP Steering Committee, including two Bear River parents, two Bear River students, a teacher, a classified staff member, and an administrator. This committee combines the input, needs, and perspectives of each site and helps generate a plan that will address each site's needs effectively. The annual Town Hall meetings are another forum for stakeholder input on this process. Bear River's Town Hall meetings are the most well-attended of any in the district, demonstrating a high level of stakeholder interest and engagement. Additionally, the LCAP Steering Committee digests the input that is gathered through comprehensive parent, staff, and student surveys, which are conducted annually.

They have worked diligently to align the SPSA with the WASC goals and the district LCAP's goals and have made great progress in this regard. They will continue to work to determine the most effective methods for garnering the input of stakeholders, particularly when it comes to site staff, parents, and students.

Areas of Strength to Celebrate:

- Dedicated and highly qualified staff
- Strong communication with all stakeholders
- Integral core values
- Involved parents and community
- Clear vision for student success
- Clear mission statement
- Progressive and innovative approaches to solving collegial challenges

Areas for Focus:

- Allocation of funding for more student supports, particularly wellness staffing
- Increased academic diligence; particularly in honors and AP and offerings

- Increased training/updating of UDL's
- Increased subject integration opportunities
- Continued updating of facilities
- Improved online learning opportunities
- Increased development of CTE programs

Category B. Standards-based Student Learning: Curriculum

Summary:

Bear River High School provides a standards-based curriculum in every subject matter. Syllabi or content binders are examined and updated on a regular basis to ensure academic rigor and adherence to the A-G, CTE and graduation requirements. Most teachers participate in professional development and collaborate with department colleagues consistently to ensure coordination of curriculum. In addition, there has been some increased articulation with feeder schools specifically in Math and Science to ensure best student placement in courses.

Many teachers have gone through the process of mapping out their curriculum to integrate and implement the California State Standards, the college-career readiness standards, and the school wide learning outcomes for BRHS. The AP curriculum brings with it a built-in level of rigor. The non-AP subjects have varying degrees of rigor. Many departments have been involved with the transition of common core standards through the collaboration process on site and through participation in professional development in the district and through other organizations.

Bear River has instituted and begun working through a Multi-Tiered System of Support through a pyramid of intervention strategies and has created an intervention specialist position to monitor and intervene with all targeted students. BR continues to modify its Bruin-Time program to work with all eligible students to improve academics. BR has instituted a later school start time to allow for increased opportunities to work with students in before and after school tutoring programs. Some students show up for the morning tutoring sessions; more students participate in the Bruin-Time support which intentionally targets 9th and 10th graders and any juniors or seniors earning a D or F in a class.

There has been an increase in student-driven curriculum, most notably the ERWC and CPM programs, in English and Math respectively. BR has added new courses in its CTE offerings and has an impressive Advanced Placement list of courses for a school its size. Both students and teachers have provided positive feedback about ERWC, the CPM curriculum and the newer CTE course offerings. Teachers and students like the programs.

Areas of Strength to Celebrate:

- Bear River offers a rigorous, standards-based curriculum with a variety of course offerings beyond the core revolving around CTE, Visual Performing Arts, Agriculture, and a few other electives with multiple advanced placement and college-bound classes.
- BR has implemented a thoughtful intervention program that uses the MTSS Pyramid, an intervention specialist, before and after school tutoring, and Bruin Time to ensure that the academic and social/emotional support for every student meets curriculum demands.
- BR schedules regular collaboration and professional development time among staff

members and within departments in order to focus on a few best practices, the implementation of standards, increased literacy development, research strategies and educational technology.

- Bruin-Time intervention is a highlight for BR having been recognized in the county as a model program. It is built into the regular schedule of school in which all 9th and 10th graders participate in and D/F students among the 11th and 12th graders can obtain teacher and staff assistance at the end of the day.
- Weekly collaboration times in a given month allow two sessions for departments to work together on curriculum, instruction and assessments in some capacity. The other two Fridays are for site or district trainings or collaboration that provide additional curriculum, instruction, assessment, or school culture conversations.
- The school wide learning outcomes are visibly displayed around campus and students are generally aware of them and had a role in developing them.

Areas for Focus:

- With the provision of 1:1 Chrome books for students, BR faces a new set of challenges in the areas of document sharing, attentiveness and determining the most effective ways to deliver curriculum to students.
- Some classrooms lack rigor in the curriculum and provide little or no evidence of integrated literacy development through the content subject area.
- BR lacks a systematic process or approach to fully integrate the literacy standards and practices in some content area classes where regular reading, writing, listening-speaking and language are developed in all students.

Category C. Standards-based Student Learning: Instruction

Summary:

Bear River offers a variety of courses including multiple Advanced Placement options. The staff uses many different resources, tools, and texts. Many teachers are working together across disciplines to coordinate relevant, real-world assignments that engage the students, while maintaining high standards. Technology is emphasized in many areas of instruction. Career Technical Education is strong at Bear River with expanded offerings and pathways in Computer Science, Digital Media Arts and Agriculture. The Visual Performing Arts are also visibly effective and students enjoy participating in the various musical and theater opportunities.

The Learning Management Systems is now a work in progress to help keep staff organized and promote transparency for students and parents. All Bruins are given a Chromebook for the duration of their high school career, creating an equitable learning experience. Projection screens are available in classrooms to facilitate visual learning and to enhance curriculum and instruction.

All seniors are required to create a strong, culminating project that combines research, writing, presentation, and communication skills, to prepare students for real-world events such as job interviews. Conversely, freshmen are required to take "Frosh Tech", where they learn current technology workflow via Google platforms. Struggling students are required to attend Bruin-Time remediation sessions in order to catch up on work and get one-on-one instruction time. Some

students use it to simply get their work completed before extra-curricular activities begin after school.

Counselors work with each student to develop a four-year plan in order to achieve post-high school goals, including college and career choices. Across disciplines, some teachers are promoting ELA standards through their subject area, while others are not, based on the instruction they were able to observe.

Examples exist of cross-disciplinary collaboration, i.e., art with Spanish, history with art, English with social science, etc. The senior project is a cross-curricular activity at BR which provides the opportunity for multiple demonstrations of literacy and student learning.

No single, identifiable instructional model or teaching process school wide is in place. Teachers are allowed to teach how they choose consistent with the subject area they teach. Learning goals or checks for understanding are not a consistent woven practice in the fabric of classroom instruction. Instruction is generally monitored through regular principal visits, but no specific instructional practices are a current focus. However, it is clear that the administration gives regular feedback to improve instructional practices. Universal Design for Learning and Direct Instruction are stated, anticipated models the school intends to pursue.

Areas of Strength to Celebrate:

- Teachers use technology for instruction and student computers to increase offerings for alternative learning. Digital projectors across all classrooms on campus offer a strong visual tool for instruction. The One-to-one Chromebook program has facilitated more opportunity for integration of technology with student learning. Some students take advantage of the opportunity; others do not. In Frosh Tech, all students learn current technology workflow via Google platforms: Google Docs, Slides, Forms, Sheets, etc.
- Teachers focus on the instruction and student learning of standards through department teams and cross-departmental collaboration. Teachers can show examples in real time that students better understand the curriculum because of instructional practices. As a staff, BR has sought to implement literacy standards in reading and writing across the curriculum. This continues to be a work in progress. Collaboration time has been spent on developing common assessments in World Language, English, Social Studies, Math and Science courses, in an attempt to make curriculum, instruction and assessment more cohesive. Again, this effort is still a work in progress.
- Counselors meet with all students to develop a 4-year plan for high school.
- Students are aware of grade expectations for inclusion in Bruin-Time remediation and how to exit that remediation.
- The senior project is a strong, culminating activity for all 12th grade students that combines research, writing, presentation, and communication skills, and prepares the students for real-world events such as job interviews and a deeper understanding of specific 21st century skills needed after high school.
- Career Technical Education programs have been expanded and students enjoy them.

Areas for Focus:

- BR recognizes the need to put into place some intentional instructional practices and

strategies that leverage student learning. Direct Instruction and Universal Design for Learning have been mentioned as possible next steps.

- BR may want to evaluate the effectiveness of its digital course program as a means for credit recovery, especially as it relates to low-performing students.
- Concerns were voiced by some staff for the level of support for non-college-bound students who are planning on a work-career path right after graduation, as well as for some identified IEP students.
- BR will need to consider how to deal strategically with the logistical issues that surface with a 1:1 Chrome book approach, including more staff using Google Classroom.
- BR staff may need to help develop student perspectives on the value of grades as well as the mastery of individual standards.
- The Next Generation Science standards are still a work in progress for full implementation with a need for more professional development and internal determination of which standards will be emphasized through the two-year science requirement and which will not. This is a curriculum-instruction issue revolving around time.
- In general, instruction in many BR classrooms is solid and effective. However, an instructional model with specified, identifiable strategies that have been proven effective for student learning could be integrated into the professional development and collaboration process.

Category D. Standards-based Student Learning: Assessment & Accountability

Summary:

Bear River High School uses a variety of assessments to place students in correct courses and to help guide student college-career choices. Some student data results are provided to stakeholder groups (site council, school board, families, teachers, and students) in order to inform and support stakeholders about student progress on such assessments as the CAASPP or SAT scores. Most departments use common pacing for units as well as unit and semester assessments. Some teachers take the assessment results in their respective subject areas and use it to make their next teacher moves and drive instruction. Others do not do that on a regular basis. Some teachers take advantage of the time built into the school schedule to collaborate a few times each month. Some teachers have a clear understanding of the process of formative assessment driving instruction on-the-spot in a classroom setting while others do not. The CAASPP results at BR are strong overall. Counselors meet annually with students to discuss progress and to guide planning for post-secondary pursuits. The senior project is an effective summative assessment tool that incorporates a host of skills for students to demonstrate learning and future plans.

Areas of Strength to Celebrate:

- Courses are generally standards-aligned with common pacing and assessments in most classrooms and departments.
- Teachers use some formative assessments and collaboration to help guide instruction.
- Staff uses state provided CAASPP scores to determine student growth and need areas. Student achievement data is shared with different stakeholders (Site Council, annual Town Hall meetings, district LCAP Steering Committee, governing board, etc.).

- Placement tests, prior coursework, student interest and annual counselor meetings are used to create and follow up on a schedule and high school plan for each student.
- The senior project connects students with local business and industry to complete their internships and job shadowing and brings in industry professionals to evaluate student project presentations as a “real-world” assessment.
- Math Department is currently in year four of implementation of a standards-aligned, integrated math program (CPM) with regular assessments used to determine student learning.

Areas for Focus:

- With CAASPP testing occurring only in 11th grade, a concerted effort needs to be considered to monitor student growth year by year using other sources tied to standards.
- Use Bruin Time to improve communication about immediate learning objectives for strugglers.
- AP scores reflect a general decline in specific subject areas. However, a concern was voiced that AP students are often relied upon to run various school activities or participate in school or community events at the expense of their AP classes. This raises a concern for the level of rigor in some AP classes.
- BR needs to consider a formal, structured, systematic assessment analysis tool or process to inform staff of students’ areas of strength and weakness in specific content-area knowledge and in student literacy skills development. In general, formative and summative assessment tools for analyzing student learning needs to be developed and implemented to help drive the improvement of curriculum and instruction in classrooms where analyzing student work does not really exist.
- BR needs to use CAASPP scores and tools (including interim assessments) to inform students and staff of learning progress and areas of strength and weakness.
- Although there are common (and uncommon) assessments in place for most departments, and informal discussions occur on a regular basis, there is a need for formal discussions and professional learning around using the results of assessments to adjust instruction for the sake of student learning.

CATEGORY E: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Summary:

The Bear River High School staff has implemented strategies and processes for the regular involvement of all stakeholders through clear and consistent communication with the community. School staff uses email, school website, weekly principal messages, radio broadcasts, meet and greets, student and community surveys, principal coffees and as well as other meetings throughout school year to facilitate community involvement and feedback. The Bear River staff has placed a great deal of emphasis on open, honest and regular communication with their families to keep everyone informed and up to date with school activities. The visiting committee's meeting with parents and community stakeholders validates that the staff has made a concerted and marked effort to increase and sustain the level of family communication, connection and engagement in the school decision-making.

School staff has increased partnerships with the local Grass Valley community and industry, particularly with regard to thriving CTE programs (Agriculture Program, Future Farmers of America, Digital Media Arts, and Computer Science). Bear River teachers seek out professionals from local industry / business to assist in providing an extension of knowledge beyond the classroom for a greater real world teaching/learning experience. In cooperation with the local Grass Valley community, the Bear River staff has implemented Senior Projects to encourage student self-discovery and community partnerships with a focus on: fieldwork, community mentorship contacts, career research, personal evaluation, mock job interviews and reflection, and how to write a cover letter, college application, resume, and thank you letter. Students and staff reference that Senior Projects are an important milestone in their transition to form high school to college and career.

Another way that the Bear River staff reaches out to the community is through field trips that connect students with local industries and higher-education opportunities (community colleges, vocational education opportunities). Recognizing the need to offset the loss of student access to the ROP vocational programs, Bear River has been working diligently to maintain existing as well as create new opportunities for students to connect with local, and relevant, job experience opportunities.

Bear River High School has policies and procedures in place that emphasize all aspects of safety including emergency preparedness, internet safety, bullying, drug and alcohol education and prevention (TUPE), and a comprehensive health education curriculum. The staff utilizes the freshman Health and Tech classes as the platform for teaching safety-related concepts and 9th grade students have access to foundational Digital Citizenship expectations.

The school staff, in cooperation with student leaders, are actively seeking ways to help students connect with the mission and vision of the school and through a collaborative process developed their Core Values (Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community) serve as the foundation for defining, implementing, teaching, modeling, and celebrating the Bear River Bruin community. To help build community at Bear River, staff and students have also instituted celebrations for students who demonstrate the Core Values, specifically the Badge of the Bruin Awards and Core Values recognition program. Staff has put an emphasis on building a positive culture and ensuring that all students feel engaged,

supported, encouraged, and honored for their unique differences. Students and staff recognize that most students are interconnected with activities (academics, sports, CTE and Visual and Performing Arts) at school and stress the importance of connecting with students who do not feel connected.

Bear River policies and procedures are clearly stated and disseminated so that all members of the Bear River community are aware of expectations. During the initial two weeks of school site leadership and local law enforcement meet with students to reinforce school expectations and potential consequences for breaking the rules / laws.

By increasing the frequency of meetings and ensuring the continuity of their communication with all stakeholder groups in recent years, the Bear River staff has seen an increased level of involvement, two way communication and collaboration. The Bear River Site Council operates as an active and collaborative advising body that seeks student and parent participation through activities and events (school and district events).

The staff has also emphasized the importance of building a trusting staff environment and has increased opportunities for social gatherings, activities outside of school, support for new teachers as well as holding an annual retreat to evaluate and discuss goals and strategies for the coming year.

The NJUHSD and Bear River High School has prioritized the necessity for student support services, which now include a full-time Intervention specialist who focuses on coordinating school, district and other community resources. Bear River has also prioritized mental health support by maintaining counseling services (two fulltime counselors) and the availability to an on-campus School Psychologist (fulltime). The school has implemented a Wellness Center that provides students a safe, supportive and welcoming environment for students and staff needing a quiet space, a place for yoga / meditation and renewal. While the resources and access to these services have increased at Bear River, the school staff recognizes that additional mental health support is definitely needed to alleviate the increasing student mental health, social emotional and academic needs.

The Bear River staff has identified a greater need to address students' individual learning needs, both in terms of support for academics as well as enrichment. Bear River implements multiple intervention systems aimed at supporting all students. The school staff regularly monitors and evaluates student progress through weekly teacher collaboration meetings, weekly Intervention Team meetings, and weekly meetings between administrators and counselors. At the end of each quarter, student progress (academic) is analyzed by staff to ensure that students are receiving the necessary supports / interventions.

Teachers have received training in the Professional Learning Communities (PLC) model and have worked to implement and monitor a standards based instructional program in each course. Bear River teachers are working to implement a culture of common formative assessments as well as working to implement a data driven dialogue approach toward assessing student academic, intervention and social emotional needs. Staff has self-identified the importance and need for growth in collecting and using student achievement data to drive their instruction, and formative assessments, but the implementation has been hindered by an outdated student

information system, necessary trainings around multi-tiered interventions and supports, and collaborative discussion techniques. Through conversation with the visiting committee, the school staff has identified the need for increased training to define: 1) What students need to know (essential standards). 2) How to assess the overall learning / mastery (starter exercises, exit tickets, common formative assessments). 3) How to respond when a student does not learn the expected standards (data driven decision making, collaboration time, interventions and supports). 4) How to respond when students do master the materials (extension activities and acceleration possibilities).

Bear River High School has implemented a unique intervention program that received a 2017 California Gold Ribbon School designation. The "Bruin Time" intervention program tailors instruction and supports enrichment-learning opportunities to individualize and personalize student needs. By expanding student interventions options during the school day, it has allowed staff to focus on programs including Reconnecting Youth, English Language Learner support, Math Support, Reading Support, and credit recovery. Additionally, Bear River students now have the ability to take courses virtually (online) for original credit when those offerings are not made available due to master schedule limitations.

Through articulation with feeder pattern middle schools (Magnolia), the Bear River staff has worked to identify incoming freshmen who struggle and provide early, immediate, targeted and intensive support. The visiting committee's discussion with the site leadership team identified that Bear River is the driving force behind the articulation process and has diligently, and creatively, seeking to expand programs to prepare eighth graders for high school (Bridge Programs, 8 ½ grade - possible support services on the middle school campus, and Bruin Den). Upon transition into high school, the Bear River counselors also evaluate student's transcript and place them in appropriate remediation courses to meet the NJUSD graduation requirements. The Bear River Counselors also work closely with Sierra Community College to help students with concurrent enrollment / early enrollment.

Each year, Bear River Counselors meet with each student to discuss and evaluate their progress towards their personalized learning / graduation plan and then base their master schedule on a student driven preference. School staff work to identify students in need of more intensive academic support create alternate pathways to allow access to the curriculum. All Bear River students have access to Apex courses (online instruction offerings for credit recovery and advancement) which offers full access to services and supports.

Areas of Strength to Celebrate:

1. Bear River High School has a clearly defined mission, vision and core values program that sets the tone for engagement and student connectedness.
2. There is a clear and consistent communication structure with community stakeholders
3. Bear River provides a wide range of community and external student supports that aimed at nurturing the whole student through thriving student activities, community involvement and partnerships.

Areas for Focus:

1. Explore additional opportunities for PLC training for implementation of data driven decision-making, common formative assessments and multi-tiered interventions that will guide staff development toward greater student achievement.
2. Continue to drive the articulation process with the feeder middle schools for greater inclusion and connectedness of 9th grade, and new students, into the Bear River Bruin school culture.
3. Continue working with the NJUSD to identify and fund additional Mental Health support services (FTE) and programs (Wellness Center and staffing) that support the social and emotional needs of all Bear River students.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas of Follow-up

Bear River has done an extensive and participative analysis of their past recommendations and the visiting committee has the following commendations and recommendations based on

1. Evidence – Classroom Visits, Student Work, Focus Group Conversations
2. Group meetings with teachers, Counselors, Classified staff, Focus Group parents and students, site administration, school website and district website

The Visiting Committee identifies the Areas to Celebrate

1. The Bear River High School staff, students and community have played a significant role in cultivating a positive school culture that fosters a sense of community, engagement and belonging. Students hold themselves, and each other, accountable for their success through a deep commitment to clearly stated Core Values (SLO's).
2. There is a high level of genuine care and concern for all members of the Bear River Bruin community
3. Bear River High School offers a wide range of programs aimed at supporting the whole child through intervention activities (Bruin Time) and other opportunities (clubs, sports, band, drama) that encourage involvement, engagement and school connectedness
4. The Bear River Administration and staff are committed to developing as professionals to lead, drive and support student learning.
5. Bear River High School offers a diverse course of study that allows students multiple ways of accessing a standards based curriculum that leads to both college readiness and work preparedness.

6. Extras are Bruin Time, Enrichment and Extra-Curricular Activities that enables all kids to participate
7. The cleanliness and overall look of the campus is exceptional.
8. The culture is amazing

The Visiting Committee identifies the Critical Areas of Focus:

1. The leadership and instructional staff of Bear River High School should establish an employ a systematic use of student data (common formative assessments) that will measure the effects of the schools programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
2. The Bear River staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systematic and will be sustained over time
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student centered.
4. There needs to be the development of a schoolwide definition of “best practices“ for the implementation of collaboration and data driven decision making to monitor classroom / course instructional practices.

Chapter V: Ongoing School Improvement

Bear River High School’s Schoolwide action plan consist of four goals. Each goal is in connection the LCAP. The school has created an intensive program for to address their self identified areas that need to be addressed.

The four goals are as follows:

1. **Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.**

To achieve this goal the action plans lists a number of activities that target growth from years 2018-2021. In summary the action steps include training for peer tutoring; intervention/academic training for staff, quarterly student surveys on Bruin Time; training on

student mental health issues for required staff, analysis of Healthy Kids Survey, analysis on student parent input for LCAP survey, analysis of referrals from mental health, implement Link Crew program (Activities Director and students to visit other schools that have Link Crew), visit schools for alternative methods of suspension; creating sense of community in classroom by having professional development; reevaluate rigor by assessing AP and honors classes, professional development, data for entry in AP and Honors classes, grade level rigor up to par; evaluate master schedule to increase/maximize student access to challenging classes, improving CTE programs; implementation of multicultural awareness/education across the curriculum with training for staff, PD, and use from Healthy Kids Survey + LCAP.

2. Prepare every Bear River student in a comprehensive, cohesive way for life after high school

To achieve this goal the action plans lists a number of activities that target growth from years 2018-2020. Action steps include implement specific college/career exploration, research, and readiness components at each grade level through professional development. Bear River wants to create teams at each grade level (push in model and counselors) to assist in help identifying colleges and careers; this will increase CTE pathway offering as well as completion of CTE by counselors meeting with parents, principal meeting with District CTE to recruit CTE teachers; increase non CTE elective classes through professional development. Bear River has distance learning but wants to foster the relationship with Nevada Union in this category. Bear River has had a self- study and notes the effectiveness/purpose of certain programs/classes (such as Frosh Health, Frosh Tech, and Senior Project) by consulting with parents and students, also using LCAP; these programs provide life skill education for all students; Bear River wants to create more ways to have additional support for non-college student and more support for CCR through professional development

3. Build upon the relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

To achieve this goal the action plans lists a number of activities that target growth from years 2018-2021. These activities include build relationships with feeder schools through meetings. Bear River wants to implement common assessments with Math and English depts. Work together, biennial meetings with counterparts at feeder schools; build continuity between the two high schools which would include common bell schedules opportunities for all district students, distance learning programs (if formed-then training will take place), common master scheduling which would include having the 25% of non-grads from the 8th grade stay at the feeder school –Magnolia- and have teachers from the high school work with those students to earn credits to join the high school ready. Bear River wants to continue to build ongoing partnerships with local community college and CSU's and UC's to prepare for post-secondary education through communication, teacher training (EAP and ERWC) and continue dual enrollment; continue to build partnerships with local businesses through principal and asst principal, activities director and student leaders.

4. Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

The Student Information System Bear River has had in place for the last many years has been woefully inadequate in many ways, including their ability to gather, synthesize, and analyze data. The district has selected a new Student Information System, which will be launched in full at the start of the 2018-2019 school year. The Student Information System will look to improve communication with parents and students regarding academic progress by course; analyze student performance and academic growth; evaluate grading practices for consistency, purpose, and equity; emphasize student self-evaluation; sufficient diagnostic assessments are in place for proper course placement all of this through training for ALL staff.

Action Plan

AREA OF IMPROVEMENT - SCHOOL GOAL #1:

Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural social/emotional/behavioral education and support.

Rationale/Critical Need:

An alarming trend within our school population, district, and nation, is the dramatic increase in student mental health issues including depression and anxiety. In 2016, 28% of Bear River students reported regular feelings of depression, hopelessness, extreme stress, or anxiety. Additionally, we have experienced a dramatic increase in the percentage of students who are arriving at Bear River as freshmen with low academic skills and a history of academic difficulty. In 2016, 175 incoming freshmen had not graduated from the 8th grade, compared to a more typical number of 10-15 students in the category. Furthermore, as our student enrollment has significantly declined in recent years, we have struggled to grow our programs and offerings, which is an imperative aspect of retaining and attracting students to our school. Our community demands increased opportunities, rigor, and academic offerings, which requires tremendous resources and planning and utilization of resources.

Growth Targets:

2018-2019:

- Increase academic intervention/support structures and offerings by 10%.
- Decrease percentage of students failing courses by 5%.
- Increase mental health and cultural awareness and support structures by 10%.
- Increase student perception (on California Healthy Kids Survey) of positive connections at school by 10%.
- Reduce student suspensions by 10%.
- Increase Advanced Placement/Honors/CTE course offerings by 2 sections on the master schedule.

2019-2020:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Decrease percentage of students failing courses by an additional 5%.

- Increase mental health and cultural awareness and support structures by an additional 5%.
- Increase student perception (on CHKS) of positive connections at school by an additional 5%.
- Reduce student suspensions by an additional 5%.
- Increase Advanced Placement/Honors/CTE course offerings by an additional 2 sections on the mas

2020-2021:

- Increase academic intervention/support structures and offerings by an additional 5%.
- Decrease percentage of students failing courses by an additional 5%.
- Increase mental health and cultural awareness and support structures by an additional 5%.
- Increase student perception (on CHKS) of positive connections at school by an additional 5%.
- Reduce student suspensions by an additional 5%.
- Increase Advanced Placement/Honors/CTE course offerings by an additional 2 sections on the mas

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, Empathy, and Community.

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)
 - e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
2. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
2. Our district will ensure that our schools are sources of deep seated-pride among students, staff, and commu
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Providing strategic, targeted, individualized supports for students in regard to their mental well-being and a and success will result in positive, steady improvement in student learning. With additional supports in plac to attain academic standards will increase significantly. Students will demonstrate growth in their Grit, Intel Curiosity, Empathy, and Community through this renewed emphasis on support, engagement, community, relationships.

Progress monitoring tools:

- California Healthy Kids Survey results (annual)
- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)

- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule offerings (annual)
- Review of Bruin Time schedule offerings (quarterly)
- Student suspension data

Reporting progress:

- Bimonthly teacher collaboration meeting analysis of student academic progress
- Quarterly data analysis/presentation of student academic progress to faculty
- Quarterly review of student academic progress/creation of new Bruin Time schedule
- Annual reporting of California Healthy Kids Survey results to staff/community (LCAP Town Hall meeting)
- Annual assessment of master schedule offerings/reporting to faculty
- Quarterly reporting of student suspension data to faculty (staff meeting format)
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Develop a comprehensive, systematic, targeted approach to addressing individual student learning needs. <i>NOTE: The specific sub-tasks will depend upon the identified needs, which are a moving target.</i>	Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members	MTSS training for administrators, counselors, and teachers Data-analysis training for administrators, counselors, intervention specialist, and teachers	Quarterly analysis of all students' progress in courses (D/F lists) Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.) Annual analysis of student perceptions of the supports they are receiving	Comprehensive approach to be implemented in 18-19 school year. Plan/approach to be evaluated and updated annually, beginning in spring of 2019.	Monthly analysis/discussion with Department Chairs. Monthly reporting of progress by department teams. Quarterly reporting to faculty/staff. Biennial reporting to superintendent/ Board of Trustees.

			(California Healthy Kids Survey)		Annual reporting to stakeholders at LCAP Town Hall meeting.
Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.	Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members, teachers assigned to tutoring program	Peer tutoring program training for intervention specialist/teachers involved with program. Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.	Quarterly student surveys on Bruin Time and tutoring program effectiveness. Quarterly analysis of all students' progress in courses (D/F lists) Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)	Evaluation of effectiveness of these programs will occur quarterly, beginning with the 3rd Quarter of the 2017-2018 school year. Plan/approach to be evaluated and updated quarterly, beginning in fall of 2018.	Monthly analysis/discussion with tutoring center teachers and Department Chairs. Quarterly reporting of progress by Intervention Team to faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.
Evaluate the mental health/well-being needs of students and allocate	Principal, Assistant Principal, School Psychologist,	Training on student mental health needs and interventions for teachers, administrators,	Annual analysis of California Healthy Kids	California Healthy Kids Survey results are received	Quarterly reporting to faculty/staff based on Intervention Team

<p>resources accordingly.</p>	<p>Mental health therapists, Intervention Specialist, Counselors</p>	<p>counselors, psychologist/ therapists, and intervention specialist.</p>	<p>Survey results.</p> <p>Annual analysis on student/parent input on LCAP survey (related to mental health/well-being factors).</p> <p>Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services.</p> <p>Aggregate annual progress toward goals for students with counseling as a service on their IEPs.</p>	<p>each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Quarterly mental health referrals and student progress will be assessed by the team beginning in January of 2018.</p>	<p>discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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<p>Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.</p>	<p>Activities Director, student leaders, Principal, Assistant Principal, Counselors</p>	<p>Training for Activities Director and student leaders in Link Crew program implementation.</p> <p>Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.</p> <p>Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.</p>	<p>Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation.</p> <p>Activities Director will engage student leaders in in-class assessment of their progress toward effective implementation of the Link Crew program on a monthly basis.</p> <p>Principal and Activities Director will report to and consult with staff on a quarterly</p>	<p>Quarterly meetings between Principal, Activities Director, and student leaders will begin in the spring of 2018.</p> <p>Monthly classroom evaluation conducted within student leadership program will begin in the spring of 2018.</p> <p>Monthly consultation with the staff will begin in the spring of 2018.</p>	<p>Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			basis to share effective strategies and obtain feedback and guidance on next steps.		
Develop alternatives to school suspension that are meaningful and educational for students.	Principal, Assistant Principal, Counselors, Intervention Specialist, members of the Intervention Team (District administrators will provide guidance in this area as well)	Administrators, counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension. Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in order to obtain guidance, which may include visits to the various schools.	Initial data regarding the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2018. After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.	Initial discipline /suspension data will be shared with staff in May of 2018. Alternatives to suspension will be investigated in the spring and summer of 2018. A system for providing alternatives to suspension will be implemented at the start of the 2018-2019 school year. Quarterly assessment of	Monthly reporting and discussion of program effectiveness will occur at district Administrative Council meetings among all district administrators. Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress. Biennial reporting to superintendent of

			<p>A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.</p>	<p>discipline-related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.</p> <p>Comprehensive program assessment will occur annually in the spring of 2019.</p>	<p>ent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
<p>Provide additional training and support for teachers and staff in creating a sense of community in the classroom and building meaningful relationships with and between students.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>	<p>Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p>	<p>A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be</p>	<p>The staff meeting discussions of relationship - building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be</p>	<p>Monthly analysis/ discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p> <p>Biennial reporting to superintendent</p>

		<p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p>	<p>analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	<p>ent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
Reevaluate the rigor and	Principal, Assistant	Teachers assigned to teach	Administrators,	Evaluation of current	The administrator

<p>expectations of high-level academic courses (Advanced Placement, Honors, etc.)</p>	<p>Principal, Department Chairs, Counselors</p>	<p>Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis.</p> <p>Counselors, administrators, and department chairs will consult with colleagues at other school sites about the rigor and expectations of their A.P. and Honors courses.</p> <p>Counselors, administrators, and department chairs/teachers will review current policies and guidances and adjust them accordingly in order to ensure a high level of academic rigor and expectation.</p>	<p>counselors, and department chairs/teachers will evaluate current practices in order to uncover inconsistencies and areas for improvement with regard to rigor and expectation.</p> <p>The course preview and selection process for the following school year will reflect new policies, practices, and guidelines.</p> <p>Administrators, teachers, and counselors will provide parent/student education nights (as well as information</p>	<p>practices related to the rigor and expectation of A.P. and Honors courses will occur in January and February of 2018 and will be reevaluated in the late fall and early spring of each school year.</p> <p>Course preview and selection processes reflecting new guidances and policies will launch in February/March of 2018 and will be reevaluated in the late fall/early spring of each school year.</p> <p>Parent/student</p>	<p>ors, counselors, and teachers involved in the revamping of expectations and rigor related to A.P. and Honors courses will report their work to the faculty at a staff or collaboration meeting in the early spring of 2018.</p> <p>The results of the new course preview and selection processes and guidelines will be reviewed by the team of administrators, counselors, and teachers in the late</p>
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			<p>available online) for families of students who wish to enroll in A.P. or Honors courses.</p> <p>Teachers, counselors, and administrators will review data related to students slated for entry into A.P. and Honors courses to assess their readiness and counsel accordingly.</p> <p>Department s will work to embed a building sense of rigor and expectation at each grade level that will assist students who are interested in challenging themselves</p>	<p>information nights and materials will be implemented in mid-spring of 2018 and will be reevaluated each spring thereafter.</p> <p>Department s will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time. Department s will report out their work and results on a quarterly basis beginning in the fall of the 2018-2019 school year.</p>	<p>spring of 2018 and again in mid-fall of 2018.</p> <p>Parents and students will complete a brief survey about the effectiveness of the information night and materials. This data will be shared and discussed by this team in a meeting in the late spring of 2018.</p> <p>Department collaboration work is reported to the principal through a Google Form at the conclusion of each meeting. Additionally,</p>
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			with A.P. or Honors courses in the future.		department representatives will share their work at Department Chairs and collaboration meetings on a quarterly basis.
Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.	Principal, Assistant Principal, Counselors, Department Chairs, Teachers	<p>Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff.</p> <p>Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year.</p> <p>Administrators and counselors will work with district staff, particularly the</p>	<p>Throughout the master schedule development process each spring, administrators and counselors will obtain informal feedback from staff regarding the proposed offerings.</p> <p>Student course requests will be evaluated to help determine the appropriate tailoring of the master</p>	<p>Informal feedback about proposed master schedule offerings will be obtained each spring (April-May) beginning in 2018.</p> <p>Student course requests will be analyzed each April-May beginning in 2018.</p> <p>Student/parent surveys will be conducted in late</p>	<p>Survey data will be reported to the faculty in the spring of each school year.</p> <p>Administrators and counselors will report on trends in student four-year plan completion on an annual basis.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>

		<p>district Teacher on Special Assignment for implementation of CTE programs, to determine extra sections that might be funded through grant programs related to CTE.</p> <p>Administrators, teachers, and counselors will advocate for additional sections for added rigorous, relevant offerings through the district's LCAP Steering Committee process.</p> <p>Administrators, counselors, department chairs, and the faculty will engage in a lengthy process each spring to determine the most effective use of master schedule sections in order to provide students with the most meaningful, rigorous, engaging curricular program possible with the resources that</p>	<p>schedule to their needs and interests.</p> <p>Students and parents will be surveyed to garner their perspectives on the current course offerings as well as their desires for future offerings.</p> <p>Administrators and counselors will evaluate student progress toward A-G completion for 4-year universities, CTE program completion, and other indicators of rigorous coursework throughout high school. This data will be compared to previous</p>	<p>fall/early spring beginning in the late fall of 2018.</p> <p>Evaluation of student progress toward four-year plan completion will take place annually in late spring/early summer, beginning in the spring of 2018.</p> <p>The various functions of the new Student Information System will be put to the test in April/May of 2019. As additional training is needed, it will be implemented on an ongoing basis.</p>	<p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>have been allocated.</p> <p>Administrators and counselors will assist staff throughout each school year in developing new courses of study and obtaining their approval through the Site and District Curriculum Committees.</p>	<p>years in order to identify trends over time.</p> <p>The full functionality of the new Student Information System will be tested in the spring of 2019. Data analysis features within the new Student Information System will be utilized to track student progress toward 4-year plan completion.</p>		
<p>Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>	<p>Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to</p>	<p>A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and</p>	<p>The staff meeting discussions of relationship - building strategies and experiences will begin in January of 2018.</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by</p>

<p>instructional time.</p>		<p>embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p>	<p>experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representati</p>	<p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	<p>department teams.</p> <p>Quarterly reporting to faculty/staff.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			<p>ves on a monthly basis to gauge their perspectives related to this topic.</p>		
<p>Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>	<p>Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on an ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p>	<p>A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student,</p>	<p>The staff meeting discussions of relationship - building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

			<p>parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	
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AREA OF IMPROVEMENT - SCHOOL GOAL #2:

Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Rationale/Critical Need:

In recent years, a shift in demographics within the Bear River community has brought greater diversity in student backgrounds, goals, interests, and needs. Traditionally, Bear River families overwhelmingly sought a high school education that would prepare them for entry into four-year universities. In the past three years, the average percentage of graduating seniors who transitioned immediately into a four-year college hovered around 20%. The vast majority attended community colleges after high school (around 70%) and a small percentage entered the workforce, military, or other trade or technical programs. Survey and Town Hall data in recent years shows that parents and students are insistent that we provide additional tools, training, and guidance when it comes to preparation for all aspects of life after high school. Our Career Technical Education programs and pathways have grown in recent years and are an increasingly popular means for students to acquire needed skills for successful educational pursuits and careers after high school. Our school community has identified this need -- preparing every student for their specific goals after high school -- as highly important and more needed than ever before.

Growth Targets:

2018-2019:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by 10%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by 10%.
- Increase Career Technical Education program/pathway offerings by 1 section in master schedule.
- Increase Career Technical Education program/pathway completers by 3%.
- Increase other (non-CTE) elective/enrichment opportunities by 1 section in master schedule and by 5% in the Bruin Time master schedule.
- Increase real-world, life skills-based education within the curriculum by 5%.
- Increase student internship opportunities by 5%.

2019-2020:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by an additional 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase Career Technical Education program/pathway offerings by an additional section in the master schedule.
- Increase Career Technical Education program/pathway completers by an additional 3%.

- Increase other (non-CTE) elective/enrichment opportunities by an additional 1 section in master schedule and by an additional 5% in Bruin Time master schedule.
- Increase real-world, life skills-based education within the curriculum by an additional 5%.
- Increase student internship opportunities by an additional 5%.

2019-2020:

- Increase percentage of students with a comprehensive plan in place toward a specific post-secondary goal by an additional 10%.
- Increase positive student perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase positive parent perception (gathered through survey data) of post-secondary goal preparation by an additional 5%.
- Increase Career Technical Education program/pathway offerings by an additional section in master schedule.
- Increase Career Technical Education program/pathway completers by an additional 3%.
- Increase other (non-CTE) elective/enrichment opportunities by an additional 1 section in master schedule and by an additional 5% in the Bruin Time master schedule.
- Increase real-world, life skills-based education within the curriculum by an additional 5%.
- Increase student internship opportunities by an additional 5%.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Integrity, Intellectual and Creative Curiosity, and Community

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)
 - e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
1. Our district will ensure that our schools are sources of deep-seated pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Placing concerted emphasis, from the time they begin high school as freshmen, on each student's postsecondary goals and plans will have a long-term, positive impact on their

success during high school and beyond. The sooner students are able to hone in on a viable postsecondary path that meets their needs and matches their skills and interests, the more engaged students will become in their high school educational experiences. Building upon our positive relationships with community partners through the development of internship programs will strengthen our sense of community and shared purpose and benefit our students beyond their high school careers.

Progress monitoring tools:

- California Healthy Kids Survey results (annual)
- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule offerings (annual)
- Review of Bruin Time schedule offerings (quarterly)
- Review of CTE programs and pathways/completion data (annual)

Reporting progress:

- Quarterly data analysis/presentation of program/curricular development progress to faculty
- Quarterly review of student academic progress/creation of new Bruin Time schedule
- Annual reporting of California Healthy Kids Survey results to staff/community (LCAP Town Hall meeting)
- Biennial reporting of CTE program/pathway progress to District CTE Advisory Committee
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Implement specific college/career exploration, research, and readiness components at each grade level.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to	The staff meeting discussions related to this task will begin in the fall of 2018. Site-specific survey	Monthly analysis/discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty.

		<p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal</p>	<p>results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	<p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p> <p>Biennial reporting to District CTE Advisory Committee.</p>
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			will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.		
Increase Career Technical Education program and pathway offerings as well as the percentage of students who are completing CTE pathways by the time they graduate from Bear River.	Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs	<p>This team will meet in the early spring of each school year to discuss potential offerings for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss the benefits of pathway completion.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expanded at Bear River</p>	<p>Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.</p>	<p>Site CTE Advisory Committee meetings will take place on a quarterly basis.</p> <p>District CTE Advisory Committee meetings will take place on a biennial basis.</p> <p>The staff meeting discussions related to this task will begin in</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p> <p>Quarterly reporting of progress to site CTE Advisory Committee.</p> <p>Biennial reporting to District CTE</p>

		<p>(through grant funds, etc.)</p> <p>Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.</p>	<p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal</p>	<p>the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. Meetings of the Principal's Student Advisory Group will begin</p>	<p>Advisory Committee.</p>
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			will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	in January of 2018.	
Increase other (non-CTE) elective and enrichment offerings and opportunities.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place.</p> <p>Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students.</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Department Chairs meetings will devote time to this topic on a quarterly basis, for</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Department Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis.</p> <p>Site-specific survey results are received each year</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

		<p>Bear River’s staff will work with district staff to explore additional options for students once a common bell schedule has been achieved between the two comprehensive high school sites, Bear River and Nevada Union. This could include the implementation of distance learning options between sites.</p> <p>Students will be regularly surveyed to gauge their interested related to non-CTE elective and enrichment opportunities.</p> <p>The Bruin Time schedule will be recreated each quarter to reflect students needs and interests related to enrichment opportunities.</p>	<p>planning purposes.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student</p>	<p>in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	
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			representatives on a monthly basis to gauge their perspectives related to this topic.		
Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Senior Project Coordinator	Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include visits to local/similar schools to garner input and ideas that may spark improvement. Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement. Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps. Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes. Site-specific survey data will be gathered	The staff meeting discussions related to this task will begin in the fall of 2018. Department Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis. Site-specific survey results are received each year in early spring and will be assessed at that	Monthly analysis/discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

		<p>This team will investigate the most effective tools and resources needed for strengthening these courses and programs. The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.</p> <p>Teams of teachers and counselors will develop implementation strategies for each course and program with assistance from their department colleagues. This may include curricular elements that can be delivered by the classroom teacher as well as ancillary resources, such as guest speakers and supplemental tools and resources.</p>	<p>and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives</p>	<p>time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	
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			related to this topic.		
Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.</p> <p>This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

		<p>specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	
<p>Provide additional support and resources for non-college-bound students.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and teachers will engage in professional development related to the most effective ways of connecting non-college-bound students with resources and support toward meeting their post-secondary goals.</p>	<p>A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received</p>	<p>Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p>

		<p>This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a</p>	<p>each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	<p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.		
Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level. Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site. This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps. Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives	The staff meetings related to this task will begin in the fall of 2018. Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018. LCAP survey input is received annually	Monthly analysis/discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

		<p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.</p>	<p>of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	
Provide additional education and support regarding four-year college requirements, testing, etc.	Principal, Assistant Principal, Counselors, Intervention	Administrators, counselors, and teachers will engage in professional development related to the most effective	A portion of a staff meeting each quarter will be devoted to	The staff meeting discussions related to this task will	Monthly analysis/discussion with Department Chairs.

	<p>n Specialist, Departme nt Chairs, Teachers</p>	<p>ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>	<p>reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that</p>	<p>begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			<p>has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>Group will begin in January of 2018.</p>	
<p>Increase internship opportunities for students.</p>	<p>Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Principal, Assistant Principal</p>	<p>This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss potential internships.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship</p>	<p>Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee</p>	<p>Site CTE Advisory Committee meetings will take place on a quarterly basis.</p> <p>District CTE Advisory Committee meetings will take place on a biennial basis.</p> <p>The staff meeting</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p> <p>Quarterly reporting of progress to site CTE</p>

		<p>opportunities can be implemented/expand at Bear River (through grant funds, etc.)</p>	<p>to report progress and consult on potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that</p>	<p>discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p>	<p>Advisory Committee.</p> <p>Biennial reporting to District CTE Advisory Committee.</p>
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			<p>has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>	<p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p>	
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AREA OF IMPROVEMENT - SCHOOL GOAL #3:
Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

Rationale/Critical Need:

The student enrollment both at Bear River and within the Nevada Joint Union High School District have declined by nearly 50% in the past decade or so. While we are projected to begin stabilizing and even growing slightly within a year or two, we recognize the need to maximize our resources in order to provide the greatest possible breadth of opportunities for our students. Additionally, within the past three years, the percentage of incoming students who did not attend our primary feeder school, Magnolia Intermediate School, has grown dramatically. Historically, over 95% of incoming freshmen at Bear River came from Magnolia. In the 2017-2018 school year, almost 22% of the freshmen class came to us from a variety of other schools, primarily other charter schools within Nevada County. This new reality is significantly benefiting our overall enrollment, but also presents some new challenges, as students are coming to Bear River with vastly different backgrounds, academically and otherwise. This makes it all the more necessary that we build meaningful partnerships with the teams at each feeder school, so that we can increase continuity and ensure that we are equipped to meet each student's needs upon their enrollment at Bear River. With the increased percentage of

Bear River graduates opting to begin their college careers at the community college level (rather than four-year universities), it is also important that we build upon our relationships with the local community colleges, namely Sierra College, to help ensure that our graduates are well-prepared for success at that level. The California State University system and University of California system have urged California's high schools to more adequately prepare students for success at their universities, particularly with regard to their fundamental skills in mathematics and critical reading and writing.

Growth Targets:

2018-2019:

- Increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with at least three of our feeder schools at a level that includes administrators, counselors, and intervention specialists.
- Increase Bear River students' access to district programs by a minimum of 2 new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least two local colleges, including Sierra College.
- Explore dual enrollment options for Bear River students with Sierra College and other local colleges and universities.
- Increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two businesses/organizations.

2019-2020:

- Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional two feeder schools at a level that includes administrators, counselors, intervention specialists, and Math and English teachers.
- Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.
- Implement dual enrollment options for Bear River students in at least two subject areas with Sierra College and other local colleges and universities.
- Continue to increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two additional businesses/organizations.

2020-2021:

- Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional feeder school at a level that includes administrators, counselors, intervention specialists, and Math, English, Spanish, History, and Science teachers.
- Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.
- Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.
- Implement dual enrollment options for Bear River students in at least two additional subject areas with Sierra College and other local colleges and universities.
- Continue to increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two additional businesses/organizations.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, and Community

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
1. Our district will ensure that our schools are sources of deep-seated pride among students, staff, and community.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 3: Parental Involvement (Engagement)
 - c. State Priority 6: School Climate (Engagement)
 - d. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Impact on student learning/academic standards/SLOs:

Building meaningful partnerships with our feeder schools, other district schools and programs, colleges, and other community partnerships will bear positive results in student achievement over time. With a greater degree of continuity in place with our feeder schools, students will be better prepared for high school and we will be better equipped to meet their learning needs as incoming high school students. Developing stronger partnerships with colleges and universities will assist us with ensuring that students are well-prepared for the challenges they will face with their postsecondary educational pursuits. Expanding opportunities for students within the programs available throughout

our district will assist students in meeting their academic goals while being prepared for their postsecondary endeavors.

Progress monitoring tools:

- Student four-year high school plans/attainment of the goals within these plans
- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule offerings (annual)
- Review of dual enrollment offerings and level of student engagement/completion
- Review of CTE programs and pathways/completion data (annual)

Reporting progress:

- Quarterly data analysis/presentation of program/curricular development progress to faculty
- Quarterly review of student academic progress/attainment of four-year plan goals
- Annual reporting of California Healthy Kids Survey and site-specific LCAP results to staff/community (LCAP Town Hall meeting)
- Biennial reporting of CTE program/pathway progress to District CTE Advisory Committee
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Build ongoing partnerships with feeder schools to align curriculum and share knowledge and needs.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment	Administrators, counselors, and intervention specialist will reach out to establish communication and set up initial meetings with the leadership of each feeder school. Initial meetings with feeder school personnel will	Spring meetings between administrators, counselors, and intervention specialists of the various schools will be documented and that documentation will reflect heightened knowledge	Spring meetings between administrators, counselors, and intervention specialists will take place beginning in late spring of 2018 and	Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to

		<p>focus on the development and implementation of diagnostic assessments that can be given to 8th graders in the spring of their 8th grade year in order to determine proper course placement in Math and English.</p> <p>Intervention Specialist will work with Math and English Department Chairs as well as Teachers on Special Assignment to identify appropriate diagnostic tools for 8th graders related to their skills and competencies in Math and English.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the feeder schools to discuss curricular alignment, assessment, and Essential Learning Outcomes at each grade level.</p> <p>Principal, assistant principal,</p>	<p>about practices, expectations, and trends.</p> <p>Spring meetings between intervention specialists, counselors, and teachers regarding the development and implementation of diagnostic assessments will result in viable diagnostic assessments and the data from those assessments will be utilized to place incoming freshmen appropriately into their Math and English classes.</p> <p>Diagnostic assessment data will also be utilized to ensure that needed academic supports are in place for the incoming class of freshmen (such as Math/Reading support classes, etc.)</p>	<p>will continue each spring thereafter.</p> <p>Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring of 2018 and will continue each spring thereafter. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.</p> <p>Meetings between Department Chairs and teachers of</p>	<p>stakeholders at LCAP Town Hall meeting.</p>
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		<p>counselors, and intervention specialist will begin meeting with feeder school counterparts each spring to discuss the class of incoming freshmen with regard to their academic progress, learning needs, behavioral/social concerns, medical/health concerns, attendance, and other factors related to school success.</p>	<p>Meetings between Department Chairs and teachers from the various schools will be documented and that documentation will demonstrate increased common understanding of needs and expectation. As a result, continuity will grow, which will be documented in identified expectations at each grade level.</p> <p>Spring meetings about the various learning/social needs of incoming freshmen will be documented and that documentation will be utilized to implement necessary supports for that freshman class.</p>	<p>the various schools will begin in September of 2018 and will continue each spring and fall thereafter.</p> <p>Spring meetings about student learning/social needs will begin in May or June of 2018 and will continue each spring thereafter.</p>	
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<p>Build continuity between Nevada Joint Union High School District schools (particularly the two comprehensive high schools -- Bear River and Nevada Union), to increase student access to opportunities at both school sites (i.e. distance learning courses, ROP-like programs, etc.)</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, site representatives of the District Curriculum Committee, District Director of Technology and support staff</p>	<p>Site administrators will work with the district team of administrators to identify and develop opportunities for increased student access to the district's educational opportunities.</p> <p>Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell schedule, which will enable the development of new program access opportunities.</p> <p>Distance learning programs, technology tools, and procedures that have been implemented in other local/similar schools/districts will be studied for potential implementation in the NJUHSD. This research may include visits to schools and districts where distance learning</p>	<p>Administrative meetings will be documented and that documentation will reflect an increase in student access to district opportunities.</p> <p>The collaborative work on a common bell schedule that will occur between the teachers and administrators of both comprehensive school sites and the district administration will result in a bell schedule that enables students to access programs and opportunities district-wide.</p> <p>Once the common bell schedule is in place, distance learning models have been studied, and sufficient training has taken place, a</p>	<p>Administrative meetings will take place quarterly, beginning in the spring of 2018.</p> <p>If progress continues, the goal is for the common bell schedule to be agreed upon by mid-spring 2018 for implementation in the 2018-2019 school year.</p> <p>Distance learning program research and visits will take place in the spring and summer of 2018 for implementation beginning in the 2018-2019 school year. The implementation will expand each</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>programs have been successfully implemented.</p> <p>Once a distance learning format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a model.</p> <p>Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.</p>	<p>distance learning model will be implemented at both comprehensive school sites.</p> <p>The effectiveness of the distance learning format will be analyzed by students, parents, and staff to determine areas for growth within this educational model.</p> <p>Once the common bell schedule is in place, other program opportunities (such as ROP-like programs like Auto Shop) will be evaluated for accessibility to all district students. These new opportunities will be communicated to Bear River students and parents.</p>	<p>school year thereafter.</p> <p>Distance learning program effectiveness will be assessed and analyzed in December and June of each school year in order to make needed adjustments for the following semester.</p> <p>ROP-like programs and other district programs will be evaluated for accessibility in the spring of each school year, beginning in April/May of 2018 (if the common bell schedule has been agreed upon by that time).</p>	
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<p>Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>	<p>Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college.</p> <p>Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the colleges to discuss curricular alignment, assessment, and Essential Learning Outcomes at each level.</p> <p>Teachers will obtain additional training in</p>	<p>Initial meetings between Bear River staff and college representatives will be documented and that documentation will demonstrate increased understanding of college skill-set needs and expectations.</p> <p>Meetings between Department Chairs and teachers will be documented and that documentation will reflect increased understanding of college-readiness needs and implementation of particular skills/areas of focus at each grade level of high school.</p> <p>EAP and ERWC courses will continue to be implemented and students engaging in this</p>	<p>Initial meetings between Bear River leadership team and college representatives will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p> <p>Meetings between Department Chairs and teachers at Bear River and the respective colleges will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p> <p>EAP and ERWC assessment data will be collected beginning on the late spring of 2018 and</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and Writing Curriculum) training, which have been developed by the CSU and community college systems.</p> <p>Site and district teams will develop additional means of evaluating student progress toward college preparedness at each grade level and will utilize this data to adjust teaching and supports as needed.</p>	<p>curriculum will be tracked in terms of their growth related to college readiness.</p> <p>Formative assessments related to college readiness will be implemented at each grade level and that performance data will be utilized to make adjustments to curriculum, instruction, and assessment.</p>	<p>will be collected, compared, and analyzed each spring thereafter.</p> <p>Formative assessments will be implemented in core areas of Math and English in the fall of 2019 and will be given and analyzed at least once per semester thereafter.</p>	
Build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment	Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college to	Meetings between Bear River leadership team and college representatives will be documented and this documentation will demonstrate increased	Initial meetings between Bear River leadership team and college representatives will take place in the fall of 2018.	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>

		<p>discuss dual enrollment options.</p> <p>Dual enrollment options will be discussed with district administration and will then be shared with Bear River’s staff.</p> <p>Bear River’s Site Curriculum Committee will determine viable dual enrollment pathways and will approve and present those to the District Curriculum Committee for approval.</p> <p>Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation.</p> <p>Once available, students and parents will be informed of dual enrollment options available to Bear River students.</p> <p>Once implemented, student engagement and process in dual enrollment program</p>	<p>understanding of dual enrollment requirements and opportunities.</p> <p>Meetings of the NJUHSD’s administrators will be documented and that documentation will reflect increased understanding of the dual enrollment options that are available to our district’s students.</p> <p>Site and District Curriculum Committee meeting minutes will reflect the approval of dual enrollment options and those options will be visible in our master schedule and course catalogue.</p> <p>Dual enrollment program success will be evaluated based on student</p>	<p>Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than December of 2018.</p> <p>Teacher training for dual enrollment courses will take place throughout the spring and summer of 2019 and will occur each spring and summer thereafter.</p> <p>Dual enrollment options will be made available to Bear River students within the registration/course selection process in</p>	<p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		options will be evaluated for effectiveness and necessary improvements.	performance as well as student and parent perception data to be garnered through annual surveys.	the early spring of 2019. Dual enrollment courses will be implemented in the 2019-2020 school year. Program evaluation will occur through tracking of student progress and student/parent surveys at the end of each semester, in December and June of each school year, beginning in December of 2019.	
Create meaningful partnerships with local businesses and other local organizations.	Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on	This team will meet in the early spring of each school year to discuss potential business partnerships for the following year. Principal and CTE teachers will consult with the	This team's spring meetings will be documented and documentation will show ideas and action steps needed in order to reach out to local	Initial team meetings will take place in the spring of 2018 and will continue each spring thereafter.	Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees.

	<p>Special Assignments for CTE programs, Activities Director, student leaders</p>	<p>District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways to build partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will meet with local business and community leaders to discuss partnership ideas related to Bear River's role in the community.</p> <p>Business and community partners will be recruited by Bear River's administrators, counselors, and teachers to participate in our annual stakeholder input processes, including the Town Hall forum that takes place each spring.</p> <p>Principal and assistant principal will work with district administrators to</p>	<p>community partners.</p> <p>Administrators' meetings with local business and community partners will be documented and this documentation will reflect increased collaborative efforts and planning, which will be evidenced in the months that follow.</p> <p>District administrative meetings will be documented and this documentation will reflect increased emphasis on community partnerships. Community partners will be present at LCAP Steering Committee meetings and their engagement will be evident in the outcomes of these planning meetings.</p>	<p>CTE team discussions will begin in the fall of 2018 and will continue twice a year thereafter.</p> <p>Administrators' meetings with local leaders will begin in the winter of 2018-2019 and will continue at least twice a year thereafter.</p> <p>Parent outreach will begin in the spring of 2018 and will occur through our LCAP survey process each spring thereafter.</p> <p>County-wide partnership opportunities will be discussed with the</p>	<p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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		<p>develop county-wide partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will reach out to Bear River parents/families for possible connections to local community partnership opportunities.</p> <p>Activities Director and student leaders will pursue community partnerships through their leadership activities and community engagement endeavors.</p>	<p>Bear River parents will be surveyed regarding local business/community connection points and that data will be analyzed as a launching point for outreach efforts.</p> <p>The outreach efforts of Activities Director and student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.</p>	<p>district team in the summer of 2018 and will continue to be discussed quarterly thereafter.</p> <p>Activities Director and student leaders will begin their outreach to leaders of local businesses and organizations in the spring of 2018 and their efforts will continue on a quarterly basis thereafter.</p>	
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AREA OF IMPROVEMENT - SCHOOL GOAL #4:

Utilize and communicate data more effectively in order to evaluate programs and respond to student learning

Rationale/Critical Need:

The Student Information System we have had in place for the last many years has been woefully inadequate including our ability to gather, synthesize, and analyze data. Our district has selected a new Student Information System which will be launched in full at the start of the 2018-2019 school year. The new system has much greater capacity for analyzing data and our staff will require a great deal of training in order to maximize the new system's capabilities. Additionally, the Local Control Funding Formula and corresponding Local Control Accountability Plan require a greater degree of analysis of student subgroup performance. Recent survey data shows that Bear River students and staff strongly that we need to place greater emphasis on the communication of student progress and performance.

Additionally, our staff has identified the need to implement more comprehensive means of diagnostic assessments to ensure that students are placed appropriately in courses and connected to needed supports. The new CAAS standardized assessment creates a new set of challenges with regard to monitoring student progress from year to year. Standardized assessments are now only delivered at the end of the 11th grade year rather than during each year. By the time CAASPP scores are received, they serve as more of an “autopsy” of a student’s attainment of knowledge and skills throughout high schools and little time then remains to intervene in areas of need. Teachers and staff have emphasized, through recent survey data, that they believe it is important for students to take a more active role in their own progress and performance throughout high school. Along similar lines, staff, students, and parents’ perceptions of grading practices are not consistent between teachers and grading practices should be analyzed for consistency for the purpose.

Growth Targets:

2018-2019:

- Increase parent/student satisfaction with communication about students’ academic progress by 5%, as indicated on annual site-specific surveys.
- Increase overall timeliness of gradebook updating by 10%, as indicated by analysis of Student Information System reporting information.
- Increase formative assessment of student academic progress by 10% through use of district’s formative assessment platform in core academic subjects, including English, Math, Science, and Social Science.
- Increase parent/student satisfaction with consistency and equitable nature of grading practices by 5%.
- Increase use of student self-evaluation and tracking of progress toward goals by 10%.
- Increase use of diagnostic assessments that will be utilized for course placement in two additional core academic subjects.

2019-2020:

- Further increase parent/student satisfaction with communication about students’ academic progress by 5%, as indicated on annual site-specific surveys.
- Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.
- Further increase formative assessment of student academic progress by an additional 10% through use of formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.
- Further increase parent/student satisfaction with consistency and equitable nature of grading practices by 5%.
- Further increase use of student self-evaluation and tracking of progress toward goals by an additional 10%.
- Further increase use of diagnostic assessments that will be utilized for course placement in two additional core academic subjects.

2019-2021:

- Further increase parent/student satisfaction with communication about students’ academic progress by 5%, as indicated on annual site-specific surveys.
- Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.
- Further increase formative assessment of student academic progress by an additional 10% through use of formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.
- Further increase parent/student satisfaction with consistency and equitable nature of grading practices by 5%.

- Further increase use of student self-evaluation and tracking of progress toward goals by an additional
- Further increase use of diagnostic assessments that will be utilized for course placement in two additional

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community

Local Control and Accountability Plan (LCAP) and Eight State Priorities Alignment:

1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local standards.
 - a. State Priority 1: Basic (Conditions of Learning)
 - b. State Priority 2: State Standards (Conditions of Learning)
 - c. State Priority 4: Pupil Achievement (Pupil Outcomes)
 - d. State Priority 7: Course Access (Conditions of Learning)
 - e. State Priority 8: Other Pupil Outcomes (Pupil Outcomes)
2. Our district will ensure that all students and staff feel they belong to a safe and healthy school.
 - a. State Priority 3: Parental Involvement (Engagement)
 - b. State Priority 5: Pupil Engagement (Engagement)
 - c. State Priority 6: School Climate (Engagement)

Impact on student learning/academic standards/SLOs:

Increased emphasis on collection, analysis, and communication of student performance data will result in student achievement as data will be utilized to drive interventions, supports, and enrichment offerings that address individual student needs. Improved communication with parents and students about academic progress will result in positive perceptions of the partnership between school and families. The resulting improved partnerships will result in gains in student achievement as a team approach will strengthen our ability to intervene quickly with customized, tailored support to each student and family.

Progress monitoring tools:

- Student progress in courses (progress reports and quarter/semester grades)
- LCAP student/parent/staff input survey (annual)
- LCAP student/parent/staff town hall meeting input (annual)
- LCAP student/parent/staff steering committee input (annual)
- Review of master schedule and Bruin Time offerings and supports (annual)
- Review of gradebook reporting information (by semester)
- Review of formative assessment student performance data (annual)
- Review of diagnostic assessment data (annual)

Reporting progress:

- Quarterly data analysis/presentation of progress to faculty
- Quarterly review of student academic progress/attainment of four-year plan goals
- Annual reporting of California Healthy Kids Survey and site-specific LCAP results to staff/community (LCAP meeting)
- Monthly reporting to Board of Trustees on overall progress and trends

Tasks	Responsible person(s)	Professional development/resources	Means to assess improvement	Timeline	Reporting
Improve communication with parents and students regarding academic progress by course.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and faculty will work to develop a common, agreed-upon timeline for updating of grade information in our Student Information System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for communication with parents and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>Parents and students will be surveyed to determine their desires when it comes to communication of academic progress by course.</p> <p>Training in the new Student Information System will result in increased staff ability to convey grade/progress information on a timely basis.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will</p>	<p>Initial parent and student surveys will occur in the late spring of 2018.</p> <p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>

			<p>emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.</p>	<p>progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p>	
<p>Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.</p>	<p>Principal, Assistant Principal, Counselors , Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>	<p>Administrators, counselors, and faculty will work to develop criteria and needs for collection and analysis of student performance data through our new Student Information System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System’s data collection and analysis features.</p> <p>Departments will collaborate around the topic of student</p>	<p>Training in the new Student Information System will result increased staff ability to collect and analyze student performance data on a formative basis.</p> <p>Staff meetings will emphasize the implementation of this task</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Staff meetings will</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by</p>

		<p>performance data and will share their findings and insights with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.</p> <p>Annual reporting of student performance data by subgroup will reflect increased use of data collection and analysis.</p>	<p>emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Annual reporting of data will take place in the late spring of each school year, beginning with the spring of 2019.</p>	<p>subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
Evaluate grading practices for consistency, purpose, and equity.	Principal, Assistant Principal, Counselors , Intervention Specialist, Department Chairs, Teachers	<p>Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for grading in terms of purpose, consistency, and equity.</p> <p>Staff will receive training on the effective utilization of the new Student</p>	<p>Parents and students will be surveyed to determine their desires when it comes to grading practices.</p> <p>Training in the new Student Information</p>	<p>Initial parent and student surveys will occur in the late spring of 2018.</p> <p>Training on the new Student Information</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by</p>

		<p>Information System's gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>System will result increased staff ability to utilize grading features in a consistent, purposeful way.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback.</p>	<p>n System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p>	<p>principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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<p>Emphasize student self-evaluation and tracking of goals and progress throughout high school.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>	<p>Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for integration of student self-evaluation and tracking of goals and progress.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's features that may support this endeavor.</p> <p>Departments will collaborate around the topic of student self-evaluation and tracking of goals and progress and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p>	<p>Training in the new Student Information System will result increased staff ability to utilize student self-evaluation features in a consistent, meaningful way.</p> <p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning</p>	<p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>
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			department collaboration feedback	in the fall of 2018.	
Ensure that sufficient diagnostic assessments are in place for proper course placement.	Principal, Assistant Principal, Counselors , Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment	Administrators, counselors, and faculty will work to develop criteria and needs for diagnostic assessments through our new Student Information System as well as the district's adopted formative assessment platform. Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features. Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights with the rest of the faculty. Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.	Training in the new Student Information System will result in increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way. Parents and students will be surveyed annually to assess our progress related to this task. Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly. Departments will share their progress with	Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge. Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area. Staff meetings will emphasize this area for growth	Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups. Annual reporting to stakeholders at LCAP Town Hall meeting.

			administration through the Google Form designed for sharing department collaboration feedback	on a quarterly basis, beginning in the fall of 2018.	
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B. Specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

The tables below outline how each department will support schoolwide growth in all of our areas for improvement.

Area for Improvement 1: Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.

<p>Career Technical Education (CTE) and Industrial Arts (Ag)</p>	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> ● Invite guest speakers in the surrounding community in Ag. professions ● Invite guest interviewers who are in Ag. professions <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> ● Request content-specific NGSS Professional Development ● Request cross-district teaming as needed by singleton teachers ● Google Suite & Adobe Suite <p><i>All:</i></p> <ul style="list-style-type: none"> ● Attend conferences and share with others ● Visit and observe each other to see new techniques or new ideas ● Dept. meetings will include discussions of effective interventions ● Peer edit
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	<p><i>Course: built in common approaches and strategies</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> • Request cross-district teaming as needed by teams of Ag teachers • Identify strategies to promote character SLO's • Dept. meetings will include discussion about peer-observations and varied instructional approaches to support learning from other professionals and each other within our department <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> • Course teams make decisions on curricular alignment and complete templates • Course teams develop a formative assessment to use • Course teams inform department of what they need to better understand, implement, or use assessment results to improve instructional decisions <p><i>All:</i></p> <ul style="list-style-type: none"> • Attend conferences and share with others • Visit and observe each other to see new techniques or new ideas • Course teams identify essential standards • Course teams identify Schoolwide Learning Outcomes to incorporate, including character qualities and positive contributions <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Commit to finding and exploring new teaching strategies and sharing the results with colleagues • Commit to observing a colleagues
English/ Language Arts	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Remediation Bruin Times by class to help struggling students with their English teacher • STAR reading test for 9th grade students to assess reading levels • Read diverse texts from a wide variety of authors from different backgrounds • NoRedInk grammar scaffolded and organized by grade level

	<ul style="list-style-type: none"> ● Illuminate progress check/common assessment to measure individual student achievement; data-driven instruction department-wide ● Honors and AP courses offer more academic rigor for students ● ERWC units focus on more controversial topics, allowing for deeper discussion about difficult issues ● Much of the literature taught throughout high school deals with challenging issues, allowing students to investigate, discuss, and explore social/emotional issues they may be currently dealing with <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Senior ERWC (Expository Reading and Writing Course) ● Honors English courses for freshmen, sophomores, and juniors ● AP Literature (seniors) ● Accelerated courses (Honors and AP) require summer homework and readings of rigorous texts ● English Bruin Time Remediation: help students with challenges they are having in their current English classes ● AP Language is being considered for Junior students (2018-2019) ● Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. ● Read 180 taught to selected freshmen who struggle with reading <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● TBEAR timed writes ● Socratic seminars ● Vocabulary (Wordskills) for all grade levels ● Online research projects ● Implement team agreed-upon strategy and bring results to team meetings. ● Close readings ● Annotation ● Oral presentations, small-group and individual ● Jigsaws ● Rhetorical precis ● Quizziz (online interactive quizzes) ● Padlet (online discussion forum) ● Quick Writes and whole-class discussion ● Debates
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● All courses are standards aligned

	<ul style="list-style-type: none"> ● All teachers have attended ongoing curriculum training. ● The CPM curriculum offers an integrated approach that is student centered ● Ongoing collaboration, common pacing, and common assessments. ● Two support classes were created to address students’ needs. ● Bruin Time remediation ● Screeners being developed to better place students and to monitor progress <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Teachers engage in continual collaboration with shared lessons, activities, and assessments ● Smaller class sizes are provided for freshman classes ● AP Calculus is offered ● Explore other course offerings ● Students are encouraged to work in collaborative teams with specific tasks (Facilitator, Task Manager, Resource Manager, Recorder/Reporter) ● A 2-year Integrated 2 course is offered for students who need a slower pace <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Teachers will share strategies and best practices to improve instruction of particular concepts. ● Teachers will examine test scores and evaluate teaching practices to reteach or revisit concepts/skills in which students struggle. ● Teachers provide remediation during Bruin Time for specific courses where needed. ● Teachers allow students to retake exams to improve scores and to show mastery of concepts.
Physical Education (PE) and Health	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Health-We are currently teaching a unit on mental health. Some of the activities include our school psychologist speaking with our students about mental health issues and introducing herself to them. This gives the students a path to follow if they need further intervention. ● Physical Education-All of our classes are built with the team aspect. Getting students to learn how to operate in a team setting, we believe, aids them in all of their other classes and activities. Part of

	<p>our teamwork approach involves leadership skills, cooperation and the ability to know how to interact in group settings.</p> <ul style="list-style-type: none"> • Health/PE- Being healthy involves physical, mental and social well-being. Even though in physical education we are emphasizing the physical health, we believe that the physical leads to better mental and social health. <p>Course: built in common approaches and strategies:</p> <ul style="list-style-type: none"> • PE/ Health Department members make decisions on curricular alignment • Text book and Current Health magazine <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Group assignments • Expert guest speakers • Close reading • Group projects • PE- class discussion
Science	<p>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</p> <ul style="list-style-type: none"> • Aligning course curriculum with Next Generation Science Standards • Non-lab courses will prepare students for biology, chemistry and physics lab classes • Provide laboratory experiences that support understanding and growth in science, preparing students for AP courses if desired • Visit and observe each other to see new techniques or new ideas. • Request content-specific NGSS Professional Development • Utilize Bruin Time for remediation • Attend Professional Development for AP Science courses • Utilize Case-Study approaches to link science content with real world examples. <p>Course: built in common approaches and strategies:</p> <ul style="list-style-type: none"> • Students participate in laboratory activities, and lab write-ups promote critical thinking skills • Courses taught by multiple teachers collaborate on pacing and assessment. <p>Individual Teachers:</p>

	<ul style="list-style-type: none"> ● Implement team agreed-upon strategy and bring results to team meetings. ● Identify strategies that promote “character” and “positive contributions” SLOs. (SLO’s are Core Values) ● Continue to meet with students individually before school, at lunch, and afterschool based upon instructor availability for focused help. ● Continue to use Schoology Messaging and NJUHSD Gmail as a tool of communicating with students and parents. ● Attend Student Study Team (SST), IEP, and 504 Meetings to support students and provide meaningful feedback and suggestions.
<p>Social Science</p>	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● The Social Science Department consistently employs a national and state standards based approach to all curriculum and course work. ● The department uses both formative and summative assessments to measure student comprehension of course material. ● The department offers a variety of social science coursework including honors and advanced placement courses. ● Social science provides a natural avenue for cultural enrichment and is supported through professional development, field trips, culturally and grade appropriate literature and classroom activities. ● The department participates in the school-wide MTSS and works to identify and refer students that may need additional social-emotional, behavioral, and academic support. <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Teacher teams work to develop curriculum that focuses on all students by identifying skill level, prior knowledge and achievement gaps and develops strategies to address those needs. ● All course teams develop a pacing schedule and collaborate to maintain expected learning outcomes. ● Course teams collaborate on standards-based formative and summative assessment strategies and strategize to address any achievement gaps. ● Course teams research various new instructional strategies in order to maintain current instructional approaches. ● Course teams research and implement the latest educational technology to engage students in the curriculum. ● Course teams employ student-based intervention strategies such as scaffolding, differentiation, school-based intervention processes, and counseling referrals.

	<p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Current Events ● Historical Documents ● Primary Sources ● Secondary Sources ● Maps ● Charts ● Debates ● Simulations ● Preview Questions ● Document Based Questions ● Comparison Activities ● Continuity and Change Over Time Activities ● Periodization Activities ● Causation Activities ● Historical Context Activities ● Synthesis Connections ● Group Projects ● Political Cartoons
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Faithful implementation of IEP terms to support student’s academic and social-emotional growth ● Curriculum delivered at student’s instructional level ● Coordination and collaboration with general education teachers, including push-in and pull-out support ● Consistent and ongoing individualized progress monitoring to ensure student’s ability to access curriculum, amending IEP terms as necessary ● Provision of individual counseling per IEP <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Each course provides students with the opportunity to access the entire curriculum appropriately ● Courses are designed and offered annually based on student needs ● The department has recently acquired the Cyber High online program. This program provides students with the opportunity for not only credit recovery (at their instructional level) but also the chance to take enrichment electives that would not normally be offered at our campus.

	<ul style="list-style-type: none"> • The district is currently investigating instructional programs that support students with dyslexia and other reading based disabilities. We have seen an increasing number of students with reading specific disabilities who require additional support and have not previously had the appropriate educational interventions. <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Adhere to agreed upon strategies and share results with team, with the aim of meeting graduation requirements (diploma or certificate of completion). • Continue to explore research-based curricula designed for special education students
<p>Visual and Performing Arts (VAPA)</p>	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Scaffolding assignments/instruction • Project based learning • Close-reading images • Competitive exercises/on and off site • Technique based assessment • AP course level work offered • Develop college-ready portfolios • Group critiques • Whole-class art projects; murals, etc. • Direct instruction • Interactive instruction • Experiential approach to student learning/ field trips • Cooperative learning groups • Hands-on demonstration • Room for expression and experimentation in developing technique • Independent Study-research projects • Indirect instruction-reflective discussion • Cultural dance instruction <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> • CSSSA student involvement • Interactive instruction • Cooperative learning <p>Individual Teachers:</p>

	<ul style="list-style-type: none"> • Implement team agreed-upon strategy and bring results to team meetings. • All be present at meetings in order to have actual collaboration and input.
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • World Languages employs a common assessment in levels 1 and 2, which is reviewed and revised as needed. • Assign cultural enrichment activities such as Día de los muertos activities; Spanish speaking country activities including research on history and cultural norms, researching and planning a vacation to a Spanish speaking country; comparing and contrasting holiday traditions <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> • District wide common textbook series. Common assessments campus wide for levels 1 and 2. Collaboration between World Language teachers and other departments to explore celebrations in other cultures, such as art projects during the Día de los muertos celebration • Extolling the virtues of our courses on Course Preview Day and encouraging students to pursue World Languages during their high school career. • Use of the online resources that align with the textbook. • Use of unrelated online materials such as Quizlet, Quizizz, and the Google suite of classroom resources <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Network between teachers on campus in other disciplines and other World Language teachers in the district. The district shares the same textbooks and goals, so projects, research and lessons can be shared seamlessly.

Area for Improvement 2: Prepare every Bear River student in a comprehensive, cohesive way for life after high school.

Career Technical Education (CTE) and Industrial Arts (Ag)	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p>
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Industrial Arts:

- Utilize the Ag. Committee to maintain up-to-date practices and insure lessons are relevant to today's Ag. Industry expectations
- Invite guest speakers in the surrounding community in Ag. professions
- Invite guest interviewers who are in Ag. professions
- Competitions

Digital Media Arts & Computer Science:

- Google Suite & Adobe Suite
- Creating group projects and challenges
- Online tutorials

All:

- Attend conferences and share with others
- Visit and observe each other to see new techniques or new ideas
- Course teams identify essential standards
- Course teams identify Schoolwide Learning Outcomes to incorporate, including character qualities and positive contributions
- Course teams make decisions on curricular alignment and complete templates
- Course teams develop a formative assessment to use
- Course teams analyze formative assessment results

Course: built in common approaches and strategies

- Prepare students by showing/creating graphs, charts, maps, and/or diagrams that are commonly seen in the industry of study
- Provide written or vocalized instructions using vocabulary terms unique to the industry of study
- Provide hands-on practical experiences through related short term and long term projects

Individual Teachers:

- Reflect upon and share progress
- Create, implement and revise lessons throughout the year as needed
- Contribute to and support team processes, agreements, and curriculum

	<ul style="list-style-type: none"> • Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies • Commit to to observe colleagues • Implement new strategies utilizing tools such as visuals/props, authentic docs/realia
<p>English/ Language Arts</p>	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • ERWC implemented for senior non-AP students to prepare them for college-level reading and writing expectations • AP courses prepare college-bound students for college-rigor readiness • AR and independent reading programs are used by all level teachers to offer students opportunities to read a wide variety of fiction and non-fiction literature and explore areas of interest in order to create lifelong readers/learners • Students are taught basic reading/writing skills at all levels to prepare them for college and career expectations for written communication • Students all are expected to present a variety of oral projects, both in groups and individually, to better ready them for career and college expectations <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> • ERWC module “What’s Next” allows students to self-analyze possible career choices by use of personality evaluations • ERWC module “What’s next” has students do extensive research for colleges and career options • Seniors create Career Profile Pamphlet as part of their Senior Project, researching job description, salaries/benefits, working conditions, job outlook, technical terms, skills and personality traits involved for a career that they are interested in • Senior Project for all seniors includes work on working resume, cover letter, and mock interviews with members of the local community <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Senior Project for all seniors includes work on working resume, cover letter, and mock interviews with members of the local community

	<ul style="list-style-type: none"> ● Senior Project for all seniors includes guest speakers from a variety of educational institutions (4-year colleges, private universities, technical schools, military options) ● Teachers regularly tie in teaching to Bear River Core Values ● Students are involved in group discussions on a variety of topics ● Socratic Seminars ● Close Reading strategies ● A variety of technical tools are used to prepare students for tech readiness in the workplace and in college: Google docs, Google slides, Google Forms, NoRedInk, Prezi, Quizziz, AR tests, Remind, Padlet, teacher websites
<p>Math</p>	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Courses are UC approved ● Develop additional math courses based on students’ needs <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● More subject specific collaboration time ● Students are encouraged to work in collaborative groups connecting to real world problems. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Continue to attend professional development ● Teachers use manipulatives, warm ups, modeling, quizzes, etc for formative assessment.
<p>Physical Education (PE) and Health</p>	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Introduce to various lifelong fitness activities ● Goal setting ● Teamwork ● Sportsmanship ● Strategies that can be used to live a healthy life. ● Providing students with information so that students can make informed choices regarding lifelong health. <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● PE/ Health Department members make decisions on curricular alignment.

	<p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Group discussions ● Group projects ● Guest speakers ● Video
<p>Science</p>	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Connecting concepts learned in biology, physics and chemistry to experiences outside of school ● Common/aligned lab report format (writing expectations) ● Implement ELA Reading/Writing Standards aligned assignment annually <p><i>Course: built in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Course teams make decisions on curricular alignment ● Instructors utilize both hands on and computer simulation lab experiences. ● Instructors utilize technology and interactive instructional techniques (Interactive Whiteboard, Schoology, Pear Deck, Clickers) <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Inform students of the purpose of formative assessments ● Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies. ● Identify guest speakers related to curriculum to profile careers and community members.
<p>Social Science</p>	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Senior Project ● Public Speaking ● Current Events ● Guest Speakers ● Mock Interview

	<ul style="list-style-type: none"> ● Personal Finance Unit in Economics ● Synthesis connections between past and present events. ● Civic responsibility and engagement ● Cultural sensitivity and awareness <p><i>Course: built in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Course teams find ways to incorporate community members into lesson plans (guest speakers, senior projects, mock interviews). ● Course teams actively focus on promoting civic engagement and responsibility. ● Course teams emphasize a multicultural approach to teaching history ● Course teams collaborate to find ways to make history content relevant by making synthesis connections between past and current events. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● College applications ● Voting registration ● Political awareness ● Community Service ● School clubs ● Leadership ● Guest speakers ● Senior Project activities ● Civil Rights lessons and activities ● Geographical and cultural activities ● In-depth financial literacy lessons
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Develop comprehensive and ongoing transition plan under the IEP ● Frequent interaction between students and transition team members ● Students learn job skills through Workability and TPP ● Prevocational Skills, Supported Studies and Consumer Math classes ● Transition activities throughout the year including visits to colleges, guest speakers, help with FAFSA completion etc.

	<p>Course: built in common approaches and strategies</p> <ul style="list-style-type: none"> • Prevocational Skills class that includes specific social skills instruction from SLP and generally employability skill development • Consumer Math class includes instruction regarding financial management, developing awareness of own abilities and interests, job readiness skills and preparation for independent living <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Develop comprehensive and ongoing transition plan under the IEP • Frequent interaction between students, case manager and transition teacher • Prevocational Skills, Supported Studies and Consumer Math classes • Transition activities in class throughout the year including visits to colleges, guest speakers, help with FAFSA completion etc.
<p>Visual and Performing Arts (VAPA)</p>	<p>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</p> <ul style="list-style-type: none"> • Have a greater number of students involved in CSSSA • Greater community involvement in the arts • More guest speakers • College art department visits • Encourage classes outside of school • Encourage individual participation in outside competition • Have students perform in more community events • Encourage lifelong learning of the arts <p>Course: built in common approaches and strategies</p> <ul style="list-style-type: none"> • Performances • Art exhibits/shows • College visits • Encourage auditioning for honor ensembles • Encourage auditioning for community productions <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Explore college dance programs

World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Learn to use all the aspects of our new textbooks and ancillary materials in class. Model teamwork to students so they see how much more people can accomplish when they work together. • Encourage students to try out language skills on relatives and community members who are native speakers of the target language. Being bilingual can open doors to students for career opportunities as well as relationships community wide. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Shared project assignments such as the Travel Project teach students how to access information such as cost of flights, how to book hotel accommodations, foreign currency exchange rates, and other practical knowledge commonly used for traveling. • Teaching students that cultures different from their own have value and are not strange. Students graduating from high school with this kind of experience are more likely to build community and network out in the real world. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Engage classes in culture specific research, projects, art and activities to help engender interest, empathy and racial tolerance
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Area for Improvement 3: Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.

Career Technical Education (CTE) and Industrial Arts (Ag)	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> • Maintain communication with feeder school students and parents through promotional brochures, social media and web-pages. • Continue to hold three yearly meetings of the Ag Advisory Committee • Invite guest speakers in the surrounding community in Ag. professions • Invite guest interviewers who are in Ag. professions
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	<ul style="list-style-type: none"> ● Broaden community reach and student opportunity locations beyond Nevada County ● Maintain communication and collaboration with other area CTE instructors. <p>Digital Media Arts & Computer Science:</p> <ul style="list-style-type: none"> ● Create public media <p>All:</p> <ul style="list-style-type: none"> ● Attend conferences and share with others <p>Course: built-in common approaches and strategies</p> <ul style="list-style-type: none"> ● Participation in Future Bruin Day <p>Individual Teachers:</p> <ul style="list-style-type: none"> ● Up-to-date public social media/webpages
English/ Language Arts	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Meet with feeder schools multiple times a year to discuss curriculum (texts and writing) ● All members will be trained in ERWC ● All students take the EAP when taking the CAASPP exam ● Illuminate benchmark exams ● District matrix collaboration ● Senior projects including college application essays ● Counselors schedule college presentations throughout the year <p>Course: built-in common approaches and strategies</p> <ul style="list-style-type: none"> ● ERWC offered in 12 grade ● Adjusted texts based off of feeder school book list ● Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. AR is also used by our primary feeder school and its primary feeder elementary schools. ● AP and honors courses offered ● Offer a variety of community speech and writing contests ● Poetry Out Loud school-wide and district-wide competition ● District scholarship offerings for senior students ● Offer select college campus visitations throughout the year

	<p>Individual Teachers:</p> <ul style="list-style-type: none"> • Offer writing and speech contests • Poetry Out Loud • Share Schoology class resources • Collaboration staff and department meetings • Prepare junior students prior to CAASPP exam through practice exams on CAASPP website
Math	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Meet with our feeder schools to improve student placement • Develop a common screener to ensure accurate placement of students <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Place on the school’s web site the course sequencing • ESM course created by collaboration between high school, college and community members. • Our feeder school uses the same CPM curriculum • Placement test given at end of 8th grade <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Send a representative from the math department to speak to the feeder school math classes regarding expectations for high school. • ESM teacher attends PLC with other ESM teachers in the area.
Physical Education (PE) and Health	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Bringing in experts in health and fitness from the community to inform our students with valid and up to date trends and information. • Athlete Committed program - working with feeder schools to maximize student/athletic performance. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • PE/ Health Department members make decisions on curricular alignment. • Meetings with other comprehensive District high school <p>Individual Teachers:</p>

	<ul style="list-style-type: none"> • Athlete Committed leadership training course during Bruin Tim • Coaches and Athlete training in Chico
<p>Science</p>	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Ongoing discussion and development of BRHS science course sequencing to best meet the needs of students and in coordination with feeder schools to ensure proper placement • Explore interest in a 3 year science graduation requirement for NJUHSD to meet the required NGSS Science Standards. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Lab sciences will use common lab report format and rubric to prepare students for college science classes <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Communicate with feeder schools to coordinate efforts and team up with science education events • Collaborate with other educational programs within our county: SYRCL, Sierra Streams Institute, Bear Yuba Land Trust, Nevada County Office of Education
<p>Social Science</p>	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Google Drive / Sharing lessons • College representatives • High participation in APUSH testing • Historical Thinking Skills (argumentation, comparison, continuity and change, context, causation) • Senior Project • Collaboration with Nevada Union teachers (pacing and textbooks) <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> • Course Teams will review the feeder school curriculum pacing and adjust accordingly • Course Teams will showcase and highlight our curriculum on 8th grade visitation “Future Bruin” night <p><i>Individual Teachers:</i></p>

	<ul style="list-style-type: none"> ● Google Suite of Education ● Presentations ● Online collaboration ● Professional Development to enhance teaching strategies ● Distance Learning
<p>Special Education</p>	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Annual 8th grade transition meetings ● Consultation on high risk students ● Visit other special education programs within and outside the district ● Continue to coordinate with DSPS at Sierra College ● Interface with community and businesses through transition, senior portfolio etc. programs <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Investigate curricula utilized by feeder schools so that Bear River Sp Ed can build on previously acquired instruction and strategies ● Core academic classes such as English and math collaborate with the general education departments to ensure students are provided access to the Common Core curriculum. This enables students to be fully prepared for the CAASPP and Science CST. Students are instructed using similar strategies and same materials (e.g. novels, non-fiction documents) with added supports thereby exposing them to college preparatory coursework with the opportunity to succeed. <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Propose day visit to Bear River for special education teachers from feeder schools ● Propose collaboration with feeder schools as appropriate one month into the school year with any questions regarding particular students or curricula previously used
<p>Visual and Performing Arts (VAPA)</p>	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Invite feeder school students to all performances ● Create a dance workshop led by students for feeder school students ● Community participation in performances ● <i>Made in South County</i>-community performance and art exhibit highlighting the arts program at Bear River

	<ul style="list-style-type: none"> ● Band students mentor middle school students at the Magnolia Play-A-Thon each year ● Arts college guest speakers ● Middle school jazz programs are invited to participate in the annual <i>South County Jazz Night</i> alongside the high school bands ● The Show Choir performs for the elementary and middle school feeder schools <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Showcase and highlight our curriculum at 8th Grade visitation (Future Bruins) <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Community dance groups and charter school participation in dance performance ● Field trip to attend musical theater and dance performances at another high school in the district ● Field trips to professional performances, museums, colleges
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Continue to employ tried and true language learning practices such as repeating for pronunciation, communicative skills, and having fun with language. ● Explore new software and technologies to stay current. ● Pursue articulation with the community college so students can be challenged with rigorous curriculum and earn college credit while still in high school. <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> ● Beginning language courses have very similar goals to start students using language. The local middle school has recently transitioned from using impersonal Rosetta Stone language learning software on CDs to having a trained teacher deliver real lessons and share media and projects with middle school students. As students who have experienced real classroom learning in middle school make their way to high school, we can expect more interest and enthusiasm for the high school level. More students will have better backgrounds in World Language learning, which will translate to higher level groups overall.

	<p>Individual Teachers:</p> <ul style="list-style-type: none"> • Building relationships with local middle school Spanish teacher to align curricular goals and encourage enthusiasm for language learning. One idea that has been suggested is an exchange program, which would be relatively logistically easy given the proximity of the two schools. Middle school students could attend high school Spanish classes, and high school students could help out in middle school classes.
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Area for Improvement 4: Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

<p>Career Technical Education (CTE) and Industrial Arts (Ag)</p>	<p><i>The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <p><i>Industrial Arts:</i></p> <ul style="list-style-type: none"> • Implement approved changes/updates offered by the Ag. Advisory Committee • Attend/Participate in Competitions • Explore additional technology methods through online “tips of the day’ provided through AET and district tech liaison (Crossen). • Sign-up for workshops that showcase “best practices” involving technology use in the modern classroom at NJUHSD inservice days and CATA conferences. <p><i>Digital Media Arts & Computer Science:</i></p> <ul style="list-style-type: none"> • Schoology • Attend conferences <p><i>All:</i></p> <ul style="list-style-type: none"> • Continue to seek out new learning opportunities by means of research, professional development, conferences and classroom observation by invitation to see new strategies • Online Tutorials <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> • Prepare students by showing/creating graphs, charts, maps, and/or diagrams that are commonly seen in the industry of study
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	<ul style="list-style-type: none"> • Provide written or vocalized instructions using vocabulary terms unique to the industry of study • Provide hands-on practical experiences through related short term and long term projects <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Follow up with former students who went on to college or a career in a related industry • Create, implement and revise lessons throughout the year as needed • Contribute to and support team processes, agreements, and curriculum • Commit to to observe colleagues
English/ Language Arts	<p><i>The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • OARS/Illuminate has been successfully used once per semester. This needs to be consistently utilized quarterly with common formative and summative assessments in order for teachers to adjust instruction.. • English department has implemented No Red Ink with specific topics assigned at the various grade levels. Effectiveness to be evaluated at year end and adjustments made as needed. • Accelerated Reader used in all classes to promote literacy, engage students with self-chosen texts, and continue to build fluency. Data from STAR reading tests and AR Reading Quizzes to determine placement and student reading levels. • Most teachers are using Schoology <p><i>Course: built-in common approaches and strategies</i></p> <ul style="list-style-type: none"> • OARS/Illuminate for district and school-wide alignment • NoRedInk for school-wide, all grade-level consistency and skill building • T-BEARS- school-wide consistency in skill development • WordSkills - departmental vocabulary development • Schoology <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Teachers communicate regularly regarding student progress toward academic goals with particular attention to perceived skill-gaps.

<p>Math</p>	<p><i>The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Curriculum addresses Mathematical Practices and is supported by State Standards • Continue to develop activity based curriculum • Explore methods to improve the curriculum where it seems to lack fundamental practice drills • Use and examine results from the department developed formative exams in Illuminate to verify progress during the semester <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Use the Illuminate program to help identify student strengths and weaknesses. • Use Illuminate to assess incoming 9th grade placement • Results CAASPP practice help guide instruction <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Continue to use the curriculum but also include additional practice of basic skills that are needed per class. • Explore the use of basic practice and where to incorporate the topics into the CPM curriculum
<p>Physical Education (PE) and Health</p>	<p><i>The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Healthy Kid survey • Health class- surveys for students to self evaluate levels of health. • Nevada County Athlete Committed Pre/ Post season survey. • Body fat, BMI, and body measurements in weights and Frosh PE. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • California Physical Fitness Test • Regular conditioning and measuring in preparation for CA Fitness Test <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Evaluating surveys and adjusting curriculum accordingly • Share with students average body fat and BMI information of high school aged students. Teach strategies on how to improve in these areas.

	<ul style="list-style-type: none"> • Instruct students on consequences of poor lifestyle choices- lecture, group activities, current research.
<p>Science</p>	<p><i>The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Department meets to look at class distribution of grades and achievement, identify common trends with individual students • Use district learning management system to connect students to progress through science courses • Implement an AP Science Course enrollment protocol to ensure better self-placement of students. <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Course teams develop a formative assessment to use • Course teams analyze formative assessment results • Course teams develop a summative assessment to use • Course teams analyze summative assessment results <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> • Teachers develop a formative assessment to use which is aligned with NGSS course outcomes • Teachers analyze formative assessment results
<p>Social Science</p>	<p><i>The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • Formative assessment results • Summarize assessment results • AP Test Results • CAASPP results • Free and reduced lunch • Cumulative files • 504 and IEP • Semester Final Results • D and F lists <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> • Improve use of baseline student data, CAASPP results, 504, IEP, to plan for appropriate student placement and support. • Use of formative assessment data to determine levels of student achievement and adjust instructional strategies as necessary.

	<ul style="list-style-type: none"> ● Use of summative assessment data to measure levels of student achievement <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Use of Student Information System to be informed of individual student learning needs. (504, IEP) ● Teachers use formative assessment results to determine strengths and weaknesses and reteach and intervene as necessary. ● Teachers employ a wide variety of assessment differentiation to address varying learning styles and skill levels. ● Teachers regularly analyze assessment results to make lesson plan determinations and teaching styles to help all students succeed.
Special Education	<p><i>The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Comprehensive progress reports on goals ● Ongoing curriculum based assessment ● Ongoing development of credit recovery programs appropriate to student abilities and needs <p><i>Course: built-in common approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Utilize data in IEPs to develop appropriate push-in strategies to general education classes ● Ongoing frequent collaboration within the department including certificated and classified staff <p><i>Individual Teachers:</i></p> <ul style="list-style-type: none"> ● Ongoing curriculum based assessment data to be shared within and outside the department ● Close collaboration with general education teachers of students with IEPs ● Incorporating standards in special education instruction
Visual and Performing Arts (VAPA)	<p><i>The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> ● Observation evaluation ● Demonstrate knowledge of choreography ● Demonstrate technical skills in all disciplines

	<ul style="list-style-type: none"> • Demonstrate performance skills • Demonstrate rhythm/musicality • Student evaluations • Dance terminology assessments • Technical arts vocabulary development • Visual vocabulary development • Recorded music performance assessments <p>Course: built-in common approaches and strategies</p> <ul style="list-style-type: none"> • Student self and group assessment of performances • Group art critique <p>Individual Teachers:</p> <ul style="list-style-type: none"> • Teacher evaluation by observation for dance knowledge • Self evaluation • Peer observation and evaluation
World Languages	<p><i>The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:</i></p> <ul style="list-style-type: none"> • World Languages teachers will continue to work together via district wide meetings held every few months, and by email as we learn to use the new curriculum that we share district wide. • World Languages teachers will also continue to share projects and ideas that work with their classes and encourage one another with lesson plans and strategies. • Teachers in the department share knowledge of individual students to better address their needs and idiosyncrasies. For example, last year’s Spanish 2 teacher discusses strengths and weaknesses of student he sees on the Spanish 3 teacher’s class list this year. <p>Course: built-in common approaches and strategies</p> <ul style="list-style-type: none"> • Our new Spanish textbooks come with a huge variety of ancillaries and Internet based activities and presentations. Teachers in the district share with each other through email their experience. Some resources work better than others, and some should be approached only after certain preparations have been completed. Teachers can save time by “not reinventing the wheel” and sharing their experiences. For example, one teacher in our district spent time with the Help Desk at the publisher to get students on a roster for use with online curriculum. She then shared the information with

the rest of us, so that we could proceed without making the phone call to the Help Desk ourselves.

Individual Teachers:

- Individual teachers will continue to communicate closely as we progress with the new curriculum. We will continue to share successes and failures we come across and avoid wasting time on tasks that have already been done.
- World Languages department chair will continue to articulate with the middle school Spanish teacher to help generate more enthusiasm for Spanish in incoming high school students. Those same incoming student will also be more prepared for the more challenging high school curriculum.

C. Bear River High School's follow-up process, ensuring an ongoing improvement process.

The school will focus our professional development time on these action plan areas to provide teachers with the support they need to improve instructional programs for student learning. The school cycle of monitoring plan implementation will be as follows along with a comprehensive approach to be implemented in the 2018-19 school year:

- Staff meeting discussions of relationship-building strategies and experiences will begin in **January 2018.**
- Meetings of the Principal's Student Advisory Group will begin **January 2018.**
- Evaluation of current practices related to rigor and expectation in AP and Honors courses will occur in **January/February 2018**
- Course preview and selection processes reflecting new guidance and policies will launch in **February/March 2018.**
- Site-specific survey results received in early spring will be assessed, beginning **spring 2018.**
- Activities Director and student leaders will begin outreach to leaders of local businesses and organizations in **spring 2018.**
- Meetings between school teams for the purpose of implementing diagnostic assessments will take place in **spring 2018.**
- Parent outreach will begin in **spring 2018** and will occur through our LCAP survey process.
- LCAP survey input received mid-spring will be assessed, beginning **spring 2018.**
- Parent/student information nights and materials will be implemented in **mid-spring 2018.**
- If progress continues, the goal is for a common bell schedule to be agreed upon by **mid-spring 2018** for implementation in the 2018-2019 school year.
- Student course requests will be analyzed **April/May 2018.**
- Informal feedback about proposed master schedule offerings will be obtained in **April/May 2018.**

- Diagnostic assessments will be given by **May 2018**; data will be analyzed to place incoming students into appropriate courses.
- Initial discipline/suspension data will be shared with staff in **May 2018**.
- EAP and ERWC assessment data will be collected beginning in **late-spring 2018**.
- Spring meetings about student learning/social needs will begin in **late-spring 2018**.
- Parent and student surveys will occur in the **late-spring of 2018**.
- Meetings between administrators, counselors, and intervention specialists will take place beginning in **late-spring 2018**.
- If a common bell schedule is agreed upon, ROP-like programs and other district programs will be evaluated for accessibility in **late-spring 2018**.
- Evaluation of student progress toward four-year plan completion will take place **late-spring/early-summer 2018**.
- Distance learning program research and visits will take place in the **late-spring/early-summer 2018** for implementation beginning in the 2018-2019 school year.
- Alternatives to suspension will be investigated **late-spring/early-summer 2018**.
- County-wide partnership opportunities will be discussed with the district team in **summer 2018**.
- A system for providing alternatives to suspension will be implemented at the start of the **2018-2019 school year**.
- CTE team discussions will begin in **fall 2018** and will continue twice a year thereafter.
- Training on the new Student Information System will take place for teachers in **August 2018**. Additional training will take place over time, as needs emerge.
- Meetings between Department Chairs and teachers of the various feeder schools will begin in **September 2018**.
- Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than **December 2018**.
- Administrators' meetings with local leaders will begin in **winter 2018-2019** and will continue at least twice a year thereafter.
- Initial meetings between the Bear River leadership team and college representatives will begin in **spring 2019**.
- Department Chairs and teachers at Bear River and college representatives will begin in **spring 2019**.
- The various functions of the new Student Information System will be put to the test in **April/May of 2019**.
- Dual enrollment options will be made available to Bear River students within the registration/course selection process in **early-spring 2019**.
- Teacher training for dual enrollment courses will take place throughout **spring/summer 2019** and will occur each spring and summer thereafter.
- Formative assessments will be implemented in core areas of Math and English in **fall 2019** and will be given and analyzed at least once per semester thereafter.
- Program evaluation will occur through tracking of student progress and student/parent surveys at the end of each semester, beginning in **December 2019**.
- Dual enrollment courses will be implemented in the **2019-2020 school year**.

Comprehensive program assessment will occur ANNUALLY, to include:

- CHKS results are received **annually** in early spring and will be assessed at that time, beginning in the spring of 2018.
- Follow-up parent and student surveys will be conducted each spring **annually**, beginning in 2019 to assess our progress.
- **Annual** reporting of data will take place in the late spring of each school year, beginning spring 2019.
- Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will be evaluated in the late-fall/early-spring **annually**.
- Course preview and selection processes will be evaluated in the late fall/early spring **annually**.
- Parent/student information nights and materials will be evaluated each spring **annually**.
- Student course requests will be analyzed each April/May **annually**.
- Diagnostic assessments will be given by May **annually**, and that data will be analyzed in the summer to place incoming students into appropriate courses.
- Informal feedback about proposed master schedule offerings will be obtained each spring **annually**.
- Evaluation of student progress toward four-year plan completion will take place in late-spring/early-summer **annually**
- Site-specific survey results are received in early spring and will be assessed **annually**.
- Parent outreach will occur through LCAP survey input received mid-spring and assessed **annually**.
- Spring meetings about student learning/social needs will occur **annually**.
- Spring meetings between administrators, counselors, and intervention specialists will take place in the late-spring **annually**.
- Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring **annually**. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.
- EAP and ERWC assessment data will be collected, compared, and analyzed each spring **annually**.
- Meetings between Department Chairs and teachers of the various feeder schools will continue each spring and fall **annually**.
- ROP-like programs and other district programs will be evaluated for accessibility **annually**.
- Distance learning implementation beginning in the 2018-2019 school year will expand **annually**.
- Program evaluation will occur through tracking of student progress and student/parent surveys **annually**, in December and June of each school year.
- District CTE Advisory Committee meetings will take place on a **biennial** basis.
- The Bear River leadership team and college representatives will meet on a **biennial** basis.
- Department Chairs and teachers at Bear River and college representatives will meet on a **biennial** basis.

Evaluation of the effectiveness of the following programs will occur QUARTERLY, to include:

- **Quarterly** mental health referrals and student progress will be assessed by the team beginning in January 2018.
- **Quarterly** meetings between Principal, Activities Director, and student leaders will begin in spring 2018.
- Administrative meetings will take place **quarterly**, beginning in spring 2018.
- **Quarterly** assessment of discipline-related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.
- Departments will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time and will report out their work and results on a **quarterly** basis beginning in the fall of the 2018-2019 school year.
- Site CTE Advisory Committee meetings will take place on a **quarterly** basis.
- Department Chair discussions on increasing non-CTE elective and enrichment offerings and opportunities as well as evaluating the effectiveness/purpose of certain programs/courses will begin in the fall of 2018 and continue on a **quarterly** basis.
- Staff meetings will emphasize the more effective utilization and communication of data on a **quarterly** basis.
- County-wide partnership opportunities will be discussed with the district team on a **quarterly** basis.

The following programs will occur *MONTHLY*, to include:

- **Monthly** classroom evaluation conducted within student leadership program will begin in spring 2018.
- **Monthly** consultation with the staff will begin in spring 2018.

Bear River High School's follow-up process, ensuring an ongoing improvement process.

The school will focus the professional development time on these action plan areas to provide teachers with the support they need to improve instructional programs for student learning. The school cycle of monitoring plan implementation will be as follows along with a comprehensive approach to be implemented in the 2018-19 school year:

- Staff meeting discussions of relationship-building strategies and experiences will begin in **January 2018**.
- Meetings of the Principal's Student Advisory Group will begin **January 2018**.
- Evaluation of current practices related to rigor and expectation in AP and Honors courses will occur in **January/February 2018**
- Course preview and selection processes reflecting new guidance and policies will launch in **February/March 2018**.
- Site-specific survey results received in early spring will be assessed, beginning **spring 2018**.

- Activities Director and student leaders will begin outreach to leaders of local businesses and organizations in **spring 2018**.
- Meetings between school teams for the purpose of implementing diagnostic assessments will take place in **spring 2018**.
- Parent outreach will begin in **spring 2018** and will occur through the LCAP survey process.
- LCAP survey input received mid-spring will be assessed, beginning **spring 2018**.
- Parent/student information nights and materials will be implemented in **mid-spring 2018**.
- If progress continues, the goal is for a common bell schedule to be agreed upon by **mid-spring 2018** for implementation in the 2018-2019 school year.
- Student course requests will be analyzed **April/May 2018**.
- Informal feedback about proposed master schedule offerings will be obtained in **April/May 2018**.
- Diagnostic assessments will be given by **May 2018**; data will be analyzed to place incoming students into appropriate courses.
- Initial discipline/suspension data will be shared with staff in **May 2018**.
- EAP and ERWC assessment data will be collected beginning in **late-spring 2018**.
- Spring meetings about student learning/social needs will begin in **late-spring 2018**.
- Parent and student surveys will occur in the **late-spring of 2018**.
- Meetings between administrators, counselors, and intervention specialists will take place beginning in **late-spring 2018**.
- If a common bell schedule is agreed upon, ROP-like programs and other district programs will be evaluated for accessibility in **late-spring 2018**.
- Evaluation of student progress toward four-year plan completion will take place **late-spring/early-summer 2018**.
- Distance learning program research and visits will take place in the **late-spring/early-summer 2018** for implementation beginning in the 2018-2019 school year.
- Alternatives to suspension will be investigated **late-spring/early-summer 2018**.
- County-wide partnership opportunities will be discussed with the district team in **summer 2018**.
- A system for providing alternatives to suspension will be implemented at the start of the **2018-2019 school year**.
- CTE team discussions will begin in **fall 2018** and will continue twice a year thereafter.
- Training on the new Student Information System will take place for teachers in **August 2018**. Additional training will take place over time, as needs emerge.
- Meetings between Department Chairs and teachers of the various feeder schools will begin in **September 2018**.
- Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than **December 2018**.
- Administrators' meetings with local leaders will begin in **winter 2018-2019** and will continue at least twice a year thereafter.
- Initial meetings between the Bear River leadership team and college representatives will begin in **spring 2019**.
- Department Chairs and teachers at Bear River and college representatives will begin in **spring 2019**.
- The various functions of the new Student Information System will be put to the test in

April/May of 2019.

- Dual enrollment options will be made available to Bear River students within the registration/course selection process in **early-spring 2019**.
- Teacher training for dual enrollment courses will take place throughout **spring/summer 2019** and will occur each spring and summer thereafter.
- Formative assessments will be implemented in core areas of Math and English in **fall 2019** and will be given and analyzed at least once per semester thereafter.
- Program evaluation will occur through tracking of student progress and student/parent surveys at the end of each semester, beginning in **December 2019**.
- Dual enrollment courses will be implemented in the **2019-2020 school year**.

Comprehensive program assessment will occur ANNUALLY, to include:

- CHKS results are received annually in early spring and will be assessed at that time, beginning in the spring of 2018.
- Follow-up parent and student surveys will be conducted each spring annually, beginning in 2019 to assess the progress.
- Annual reporting of data will take place in the late spring of each school year, beginning spring 2019.
- Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will be evaluated in the late-fall/early-spring annually.
- Course preview and selection processes will be evaluated in the late fall/early spring annually.
- Parent/student information nights and materials will be evaluated each spring annually.
- Student course requests will be analyzed each April/May annually.
- Diagnostic assessments will be given by May annually, and that data will be analyzed in the summer to place incoming students into appropriate courses.
- Informal feedback about proposed master schedule offerings will be obtained each spring annually.
- Evaluation of student progress toward four-year plan completion will take place in late-spring/early-summer annually
- Site-specific survey results are received in early spring and will be assessed annually.
- Parent outreach will occur through LCAP survey input received mid-spring and assessed annually.
- Spring meetings about student learning/social needs will occur annually.
- Spring meetings between administrators, counselors, and intervention specialists will take place in the late-spring annually.
- Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring annually. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.
- EAP and ERWC assessment data will be collected, compared, and analyzed each spring annually.
- Meetings between Department Chairs and teachers of the various feeder schools will continue each spring and fall annually.
- ROP-like programs and other district programs will be evaluated for accessibility annually.
- Distance learning implementation beginning in the 2018-2019 school year will expand annually.

- Program evaluation will occur through tracking of student progress and student/parent surveys annually, in December and June of each school year.
- District CTE Advisory Committee meetings will take place on a biennial basis.
- The Bear River leadership team and college representatives will meet on a biennial basis.
- Department Chairs and teachers at Bear River and college representatives will meet on a biennial basis.

Evaluation of the effectiveness of the following programs will occur *QUARTERLY*, to include:

- Quarterly mental health referrals and student progress will be assessed by the team beginning in January 2018.
- Quarterly meetings between Principal, Activities Director, and student leaders will begin in spring 2018.
- Administrative meetings will take place quarterly, beginning in spring 2018.
- Quarterly assessment of discipline-related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.
- Departments will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time and will report out their work and results on a quarterly basis beginning in the fall of the 2018-2019 school year.
- Site CTE Advisory Committee meetings will take place on a quarterly basis.
- Department Chair discussions on increasing non-CTE elective and enrichment offerings and opportunities as well as evaluating the effectiveness/purpose of certain programs/courses will begin in the fall of 2018 and continue on a quarterly basis.
- Staff meetings will emphasize the more effective utilization and communication of data on a quarterly basis.
- County-wide partnership opportunities will be discussed with the district team on a quarterly basis.

The following programs will occur *MONTHLY*, to include:

- Monthly classroom evaluation conducted within student leadership program will begin in spring 2018.
- Monthly consultation with the staff will begin in spring 2018.