BEAR RIVER HIGH SCHOOL
SELF-STUDY REPORT

11130 Magnolia Road

Grass Valley, CA 95949

Nevada Joint Union High School District

Monday, March 12, 2018 - Wednesday, March 14, 2018

ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

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Nevada Joint Union High School District Board of Trustees

Jim Drew
President of the Board
Trustee Area 3
E-mail: jdrew@njuhsd.com
Term Ends: November 2020

President Drew was elected to the Board in 2016. During 2017 he will serve as President of the Board and Representative to the Nevada County School Boards Association and the County Reorganization Committee.

Linda Campbell
Board Trustee
Trustee Area 1
Email: lcampbell@njuhsd.com
Term Ends: November 2018

Trustee Campbell was elected to the Board in November 2014. During 2017 she will serve as Representative to the Joint Powers Agency.

Jamie Reeves
Vice-President of the Board
Trustee Area 2
Email: jreeves@njuhsd.com
Term Ends: November 2020

Vice-President Reeves was originally appointed to the Board in February 2016 and elected in November 2016. During 2017 she will serve as Vice-President of the Board.

Nevada Joint Union High School District Board of Trustees (*continued*)

Al Angulo
Clerk of the Board
Trustee Area 4
E-mail: aangulo@njuhsd.com
Term Ends: November 2020

Trustee Angulo was elected to the Board in 2016. During 2017 he will serve as Clerk of the Board.

Pat Seeley
Board Trustee
Trustee Area 5
E-mail: pseeley@njuhsd.com
Term Ends: December 2018

Trustee Seeley was appointed to the Board on January 25, 2017.

Morgan Margulies
Student Representative
Term Ends: June 30, 2018

Trustee Margulies was elected to the Board for the July 1, 2017 - June 30, 2018 term

Nevada Joint Union High School District Vision

The graduates of the Class of 2020 will:
- act as critical thinkers and problem solvers.
- communicate effectively in any media.
- demonstrate personal and civic responsibility.
- recognize and respect diversity.
- exhibit an appreciation for education by continuing as lifelong learners.

Nevada Joint Union High School District Mission

All members of our district's educational community will create an environment of understanding and mutual respect that enables each individual to maximize his or her potential and to be successful in his or her future.

Nevada Joint Union High School District District Office Personnel

Atkins, Jeanine - Systems & Network Coordinator

Collins, Kelli - Accountant III: Finance & Attendance Accounting

Edmonds, Amy - District Special Education Secretary

Flores, Laura - Chief Business Official

Frisella, Dan - Director of Education and Pupil Services

Hansen, Steve - TOSA - English

Amanda Strunc - Technology Help Desk

Henry, Julianne - District SAP Coordinator

Johnson, Louise - Superintendent

Kohler, Jordan - Director of Construction & Facilities (M&O)

Langstaff, Jennifer - Accountant II: Payroll Assistant

Lee, Iva - Reception/P.O.'s/Accts. Receivables/F&R Lunch

Lopez, Miguel - Technology Tech III

Lyons, Bob - Director of Technology

Manchester, Sean - Director of Special Education

Mikal-Heine, Scott - TOSA – CTE

Morales, Laurie - Payroll/STRS/PERS /TSA/Disability

Palmer, Paul - Director of Planning and Construction

Rosas, Suzi Annex - Testing & Accountability Coordinator

Ross, Barbara - Scholarship Coordinator

Roth, Rose - Technology Tech II

Ruiz, Theresa - Director of Food Services

Searles, Jason - District Theater Manager

St. Germain, Lesa - Human Resources

Sekerak, Debi - Accountant I: Accounts Payable/Vehicle Usage

Trimeloni, Becky - Student Systems

Zeisler, Debbie - Executive Administrative Asst.

Bear River High School Mission

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.

Bear River High School Vision

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.

Bear River High School Core Values (Student Learning Outcomes - SLO's)

Our Core Values reflect what it means to be a Bruin… each staff member, student, and family and community partner strives to embody these ideals, both at Bear River and beyond it, in the larger community.

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

Bear River High School Core Values (SLO's *continued*)

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 & 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
- 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

Bear River High School Administration and School Leadership Team

Amy L. Besler, Ed.D. - Principal

Cathy Peterson - Assistant Principal

Duwaine Ganskie - Athletic Director

Matt MacDonald - Activities Director

Cindy Henry-Grimm - Counseling

Bethany Williams - Counseling

DEPARTMENT CHAIRS 2017-2018	Department	Term
Steve Paasch	CTE/Industrial Arts	2016-2018
Sara Noah	English	2017-2019
Vicki Burrell	Math	2016-2018
Scott Savoie	PE/Health	2016-2018
Jennifer Weir	Science	2016-2018
Jeff Carrow	Social Science	2016-2018
Claudia Jones	Special Education	2017-2019
Joyce Gouveia	Visual & Performing Arts	2017-2019
Daniel Bussinger	World Language	2016-2018

Bear River High School Personnel (Home Groups)

***denotes department lead(s)*

First Name	Last Name	Administrative Support
Char	Arnett	Speech Therapist (part-time on campus)
Karen	Barker	Guidance Specialist
Anthony	Barrios	Site Technology
Polly	Bauer	Secretary to the Assistant Principal
*Amy	Besler	Principal
Jessica	Dax	Library Assistant
Julianne	Henry	Crisis Counselor (part-time on campus)
Cindy	Henry-Grimm	Counselor
Ralph	Lewis	Security
Janet	Miles	Secretary to the Principal
Adina	Newberry	Activities/Athletic Technician
Stephanie	O'Callaghan	School Site Technician
*Cathy	Peterson	Assistant Principal
Lorita	Riedel	Student Services Specialist
Nanci	Smith	Support Specialist
Vicki	Stanton	Psychologist
Winni	Wilde	School Site Technician
Bethany	Williams	Counselor
Kris	Youngman	District Nurse

First Name	Last Name	Career Technical Education (CTE) and Industrial Arts (Ag.)
*Steve	Paasch	Agriculture Teacher
Morgan	Perry	Agriculture Mechanics Teacher
Christina	Levinson	Frosh Tech//Journalism/YB/Com Arts & Adv TV Pro. Teacher

First Name	Last Name	English
Josie	Andrews	Librarian and Social Justice Teacher
Toby	Barmeyer	English Teacher
Jason	Bohrer	English / CTE ICT Teacher
Joyce	Gouveia	Dance and English Teacher
*Sara	Noah	English/Drama Teacher
Sherry	Reafsnyder	English Teacher
Ray	Rice	English Teacher

First Name	Last Name	Food Services
Catherine	Adams	Food Service Worker
Gale	Jones	Food Service Worker

First Name	**Last Name**	**Maintenance and Custodial**
Neal	Adams	Maintenance
Charles	Anderson	Custodial
Victor	Butler	Custodial
*Paul	Mont Eton	Operations Manager
Chris	Moreland	Custodian Night Supervisor
Paco	Ruiz	Groundskeeper
Jack	Vest	Maintenance

First Name	**Last Name**	**Math**
*Vicki	Burrell	Math Teacher
Steve	McCullough	Math Teacher
Gayne	Nakano	Math Teacher
Andrea	Perna	Math Teacher

First Name	**Last Name**	**Physical Education and Health**
Jeff	Bickmore	PE/Frosh Health Teacher
Duwaine	Ganskie	PE Teacher/Athletic Director
*Scott	Savoie	PE Teacher

First Name	**Last Name**	**Science**
Ryan	Cummings	Biology/Integrated Science Teacher
Peter	Gammelgard	Physics & Chemistry Teacher
*Jennifer	Weir	Biology/Chemistry/AP Environmental Science Teacher

First Name	**Last Name**	**Social Studies**
*Jeff	Carrow	Social Science Teacher
Matt	MacDonald	Social Science Teacher/Activities Director
Jim	Nieto	Social Science Teacher
Jeremy	Kerr	Student Teacher

First Name	**Last Name**	**Special Education**
Joanne	Aguilar	Paraeducator Special Education
*Claudia	Jones	Special Education Teacher
Kathleen	Kopecky	Special Education Teacher
Bridget	Monahan	Paraeducator Special Education
Mavis	Noble	Special Education /APEX Teacher
Dianna	Siebecke	Paraeducator Special Education

First Name	Last Name	Visual and Performing Arts
David	Ahrens	Band/Choir Director
Erin	Beatie	Theater Manager
Andrea	Fox	Music Accompanist
*Joyce	Gouveia	Dance and English Teacher
Elizabeth	Jens	Photo, Art, Clay Teacher

First Name	Last Name	World Languages
*Dan	Bussinger	Spanish/RY/APEX Teacher
Shawn	Mason	Spanish Teacher

Bear River High School Focus Groups

	Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources	Standards-based Student Learning: Curriculum	Standards-based Student Learning: Instruction	Standards-based Student Learning: Assessment and Accountability	School Culture and Support for Student Personal and Academic Growth
Team Leaders	Peterson	Carrow	Weir	Burrell	Besler
	Jones	Paasch	Bussinger	Savoie	Williams
	Henry-Grimm				
	Ahrens				
	26 prompts	11 prompts	14 prompts	14 prompts	14 prompts
Team Members	Rice	Gouveia	Noah	Reafsnyder	Barmeyer
	Andrews	Bickmore	Levinson	Gammelgard	Nakano
	Ganskie	Cummings	Nieto	Perry	MacDonald
	McCullough	Perna	Jens	Mason	Smith
		Kopecky	Fox	Noble	Stanton

Below is our original rough timeline for action coming into the 2017-2018 school year:

Review Progress Report		Weekly Collaborations
(2 weeks)	revise & edit 1 - 4	**Fri, 9/8**
	revise & edit 5 - 8	**Fri, 9/15**
Review of Data		
(2 weeks)		**Fri, 10/6**
perhaps a staff mtg as well...		**Fri, 10/13**

Focus Groups A - E	October Break -	Winter Break
	*gives us time to recruit students (Leadership, parents, classified, and community)	(Could finish early and move on to Action Plan with more whole staff collab)
plus staff meetings		
Action Plan	2 weeks writing	J**anuary**
plus staff meeting	revise and edit	
Send Self-Study to VC 6-weeks prior (29 January 2018)		

This became a more focussed timeline with specific tasks at each weekly collaboration:

	Pre-WASC (preparation)		Pre-WASC & after	
review progress report 1-4	Friday, 9/8	WASC	Friday, 2/2	Dept.
	9/15	Dept.	2/9	Dept.
review progress report 5-8	9/22	WASC	2/23	Dept.
review data	9/29	WASC	3/2	Dept.
review data	10/6	WASC	3/9	WASC
	10/13	Dept.	3/16	WASC
Focus Groups	10/27	WASC	3/23	Dept.
Focus Groups	11/3	WASC	4/6	Dept.
Focus Groups	11/17	WASC	4/13	Dept.
	12/1	Dept.	4/20	whole staff
Focus Groups	12/8	WASC	4/27	Dept.
Begin Action Plan	12/15	WASC	5/4	Dept.
	1/12	Dept.	5/11	Dept.
Continue Action Plan	1/19	WASC	5/18	Dept.
Review Action Plan	1/26	WASC	5/25	whole staff
	WASC = 11	**Dept. = 4**	**Dept. = 11**	**WS = 4**

BRHS Teacher Collaboration Meeting 9.8.17
7:30 to 8:15 am in the library (Whole faculty)

- Collaboration game plan for this year
  - Proposal: 3 : 1 whole faculty : departments ratio pre-WASC and 3 : 1 departments : whole faculty in spring
  - Next week: Departments
- Bell schedule for week of October 9th (Minimum Day on Wednesday, the 11th)
- Reminder: Late work threshold (send the "form" email)
- 504s -- Don't forget to click on the attachments!
- Updating grades
- Release times for athletics -- on weekly calendar
- Club Rush next Wednesday -- frosh release at 12:15
- Frosh Chromebook switch-out next Friday through English (maybe)

BRHS Teacher Collaboration Meeting 9.8.17 continued
7:30 to 8:15 am in the library (Whole faculty)

- Please sit with your Focus Groups
  - If you don't have one from last year, please sit in a group that does NOT contain a member of your department.
- Look at numbers 1 -4 of the schoolwide critical areas for follow-up from the last full self-study visit:
  - Remember, everything in the lettered lists under each number comes from a 4/21/17 collaboration
  - Add more detail to the bulleted items on which you can comment.
  - Add and explain any bullet points that you feel are missing.
  - Edit any bullet points that you feel are incorrect
    - Keep in mind these reflect the past 6 years, not just now.

BRHS Teacher Collaboration Meeting 9.22.17
7:30 to 8:15 am in the library (Whole faculty)

- Decision time:
  - Bell schedules for week of October 9th
  - Collaboration breakdown (whole staff and departments)
- Nanci Smith: Intervention update
  - What is the best way to share information about students?
- WASC task for the day
  - Chapter 1: Finish reviewing Sections 1-4
  - Review Sections 5-8
    (edit, revise, add more detail)

BRHS Teacher Collaboration Meeting 9.22.17 continued
7:30 to 8:15 am in the library (Whole faculty)

- Please sit with your Focus Groups
  - If you don't have one from last year, please sit in a group that does NOT contain a member of your department.
- Look at numbers 1 -8 of the schoolwide critical areas for follow-up from the last full self-study visit:
  - Remember, everything in the lettered lists under each number comes from a 4/21/17 collaboration
  - Add more detail to the bulleted items on which you can comment.
  - Add and explain any bullet points that you feel are missing.
  - Edit any bullet points that you feel are incorrect
    - Keep in mind these reflect the past 6 years, not just now.

BRHS Teacher Collaboration Meeting 9.29.17
7:30 to 8:15 am in the library (Whole faculty)

- Focus groups continue analyzing data
- Organization (A) and School Culture (E) look at the School Climate Report Card: BRHS SCRC 1617
- Curriculum (B), Instruction (C), and Assessment (D) look at the AP scores: 5-year school-score summary & Current year school-score summary
- Begin working towards providing a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary critical student learning needs
    - (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.

BRHS Teacher Collaboration Meeting 10.6.17
7:30 to 8:15 am in the library (Whole faculty)

Continue with analysis of data… Group leaders, please add your notes to the same document you used last week (the link is available at the bottom of the previous slide for group leaders).

Groups A (Organization) and E (Culture):
Please look at LCAP Metrics.
LCAP Metrics & LCAP 2017-2020 (just the Annual Update pages for each Goal:
page 9, page 21, page 26, etc. - actual versus expected tables).

Groups B, C, and D (Curriculum, Instruction, and Assessment):
Please look at CAASPP data and LCAP Metrics.
CAASPP links:

BRHS Teacher Collaboration Meeting 10.27.17
7:30 to 8:15 am in the library (Whole faculty)

In Focus Groups, begin discussing the indicators & prompts (4-5 per group):
- Prompts are *highlighted in yellow*
- Groups should discuss each prompt and *record key points* in the box labeled "Findings." Please record these in a narrative format.
- In the box labeled "Supporting Evidence" simply *list items* that support your narrative findings (We will later link the actual evidence to the report, i.e. Senior Project, Board minutes, test scores, etc.).

Use the links below for each Focus Group's specific document:
10-24 Organization, Cat. A - ACS WASC CDE 2017 Self-Study Chapter III
10-24 Curriculum, Cat. B - ACS WASC CDE 2017 Self-Study Chapter III

BRHS Teacher Collaboration Meeting 11.3.17
7:30 to 8:15 am in the library (Whole faculty)

Reminder: Personal Necessity absences in Aesop require a short reason to be listed.

In Focus Groups, begin discussing the indicators & prompts (4-5 per group):
- Prompts are *highlighted in yellow*
- Groups should discuss each prompt and *record key points* in the box labeled "Findings." Please record these in a narrative format.
- In the box labeled "Supporting Evidence" simply *list items* that support your narrative findings (We will later link the actual evidence to the report, i.e. Senior Project, Board minutes, test scores, etc.).

Use the links below for each Focus Group's specific document:
11/3 Organization, Cat. A - ACS WASC CDE 2017 Self-Study Chapter III

BRHS Teacher Collaboration Meeting 11.17.17
7:30 to 8:15 am in the library (Whole faculty)

Use the links below for each Focus Group's specific document:

11/17 Organization, Cat. A - ACS WASC CDE 2017 Self-Study Chapter III
11/17 Curriculum, Cat. B - ACS WASC CDE 2017 Self-Study Chapter III
11/17 Instruction, Cat. C - ACS WASC CDE 2017 Self-Study Chapter III
11/17 Assessment, Cat. D - ACS WASC CDE 2017 Self-Study Chapter III
11/17 School Culture, Cat. E - ACS WASC CDE 2017 Self-Study Chapter III

If groups get through their assigned prompts, they can begin discussing strengths and weaknesses (these will be discussed in more detail upon completion of all of the prompts).

BRHS Teacher Collaboration Meeting 12.8.17
7:30 to 8:15 am in the library (Whole faculty)

Today's Focus Group tasks:
- Finalize your Focus Group report input
- Complete the summary section at the end of your report
- Prioritize strengths at the end of your report
- Prioritize areas for growth at the end of your report

Use the links below for each Focus Group's specific document:
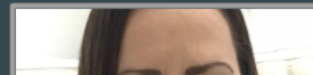
BRHS Teacher Collaboration Meeting 12.15.17
7:30 to 8:15 am in the library (Whole faculty, Classified staff, & Students)

Today's task:
Prioritization of WASC Areas for Growth (which will become the basis for our new goals)

- Individual/collaborative review of listed areas for growth
- Review of current Single Plan for Student Achievement goals
- Additional items for the list?
- Individual selection of priorities
- Assigning of DOTS... "spend" your 10 dots however you're like (on 10 different items or multiple dots per item)

Other stuff:
- Thank you, Parent Club!

BRHS Teacher Collaboration Meeting 1.19.18
7:30 to 8:15 am in the library (Whole faculty)

IN YOUR DEPARTMENT GROUPS:

- Complete the WASC Action Plan Part B department task that we began on Wednesday:
  https://tinyurl.com/ybt4g632
  Here's the Action Plan itself, for your reference: **https://tinyurl.com/y8vtcr3p**

(**Specific Weekly Tasks as they pertain to WASC**)

As we progressed during the Fall, we settled on an adjusted December-January timeline:

TIMELINE OF TASKS: December 2017-January 2018

Activity	Date/Forum
Focus group report refinement; timeline for completion of remaining tasks	Tuesday, December 5th (all day) WASC Leadership Team
Focus group report refinement/overall summaries; review of all focus group reports	Thursday, December 7th Department Chairs meeting
Focus group prioritization of strengths/areas for growth	Friday, December 8th Collaboration meeting (*include classified staff*)
Student input on areas for growth (Core Values Advisory and Student Leadership)	Wednesday, December 13th and Friday, December 15th
Parent input on areas for growth	Thursday, December 14th 3:30 to 4:30 pm in C-202
Overall prioritization of critical learner needs/areas for growth ("dot" method) (*include classified staff and students*)	Friday, December 15th Collaboration meeting
Development of potential goals based on stakeholder input on prioritized needs	Friday, December 15th 3-4:30 WASC Leadership Team
Survey for all staff and parents on potential goals; student survey after final on Wednesday (3rd Period)	Monday, December 18th (to be completed by Thursday, 12/21)
Development of draft action plan	Winter Break (WASC Coordinator and principal)
Share draft action plan with all staff (digitally)	Tuesday, January 9th
Refine action plan with ALL staff and student/parent reps	Wednesday, January 17th Staff meeting (7:15-8:15 am)
Site Council input on action plan	Wednesday, January 17th Site Council meeting (3:45-5 pm)
Review of draft WASC Report	Monday, January 29th Professional Development Day (2 hours in the afternoon)
Deliver draft WASC Report to Visiting Committee	Monday, January 29th

Chapter I: Progress Report

Summarized progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comments on the original critical areas for follow-up not in the current plan.

From last WASC report

1. Increase the use of data to drive both teaching and learning at Bear River High School.
2. As per the Single Site Plan, increase the percentage of students scoring proficient or advanced in core areas on CST assessments.
3. Increase articulation with our primary feeder school (Magnolia Intermediate School) and the other comprehensive high school in the district (Nevada Union High School).
4. Promote learning environments that are safe, drug free, and conducive to learning.
5. *Continue preparation to meet the demands of implementing the Common Core State Standards.
6. *Establish the Bear River Bruin Learning & Online Center (BLOC) - An onsite learning center solves a myriad of issues with regard to both underperforming and high achieving students.

Single Site Plan → becoming LCAP

1. Increase the use of student achievement data to drive both teaching and learning at Bear River High School.
2. Increase the percentage of students meeting or exceeding standards on the CAASPP assessments.
3. Increase articulation with our 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
4. Promote learning environments that are safe, drug free, and conducive to learning.
5. Continue to refine implementation of the new California State Standards.
6. Address the individual needs of all students, in terms of academic intervention, academic and cultural enrichment, and social/emotional education and support
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.
8. Improve and promote our positive school culture, connecting all students, staff, and families to our school in meaningful ways.

1. **Increase the use of student achievement data to drive both teaching and learning at Bear River High School.**
   a. Beginning of the year Survey of athletes regarding drug/alcohol/bullying issues as part of the Athletes Committed program - link provided to all Fall sport coaches - students take survey on a computer and data is provided to Athletic Director
   b. Full-time Intervention Specialist - using data (test scores, grades, etc.) and teacher referrals to identify at-risk students
   c. Schoology increases use of formative assessments (data to review)
   d. Data more readily available to disaggregate: more tools are given to teachers to access and use data to inform instruction.

e. English & Math in the process of developing the use of OARS/Illuminate for quarterly benchmark assessments; meet and discuss results; attempt to hit all standards per band

f. BT - student achievement data (i.e. IPRs, D/F List) used to establish remediation for at-risk students; Examining D/F list to determine necessary support for students; Bruin Times scheduled quarterly so that students receive timely intervention in their academic areas of need.

g. Placement exams for incoming 8th graders - use reading scores obtained from middle school to help guide supports and instruction for struggling readers.

h. Common assessments at grade levels through OARS/Illuminate

i. Common Finals in departments where appropriate

j. Looking at math test scores to determine placements

k. Counselor/administration focus group for incoming non-grads - weekly meetings with students monitoring their progress.

l. Site license for NoRedInk - a grammar learning/testing program, purchased by the district to aid students in development of writing skills. Program progresses with student to achieve mastery in grammar at each grade level.

m. CAASPP results are shared and utilized to drive instructional practices.

n. Analyzing student cumulative files to …

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

    a. Math & English using OARS quarterly benchmarks (now called Illuminate)
        i. IABs (Interim Assessment Blocks) used to assess students on their close reading skills as well as vocabulary
        ii. IABs used throughout the school year to prepare students in test format and interface.

    b. Scheduling is smooth and cohesive; testing environment well-thought out; CAASPP testing is proctored by department teachers, in familiar settings, with small groups and extended time.

    c. CAASPP question-style prep: questions are a variety of responses to reading in ELA. These types of questions are used cross-curricularly for support of question style. Teachers have rubrics to help understand the focus of grading for differing types of questions: critical reading/critical thinking/short answer/collaboration.

    d. Harkness Program - The program has students go home and study material that was given to them a couple days before. It was designed for students to come together for a class talk and to learn off of each other. Students gain more knowledge through sharing their discoveries.

    e. District TOSA to help implement strategies for CAASPP - Steve Hansen has worked

individually with English 1 and 2 teacher - gave pre-test then a release day with all English 1 and 2 teachers to analyze data and adapted curriculum to reteach

f. 100 percent participation on CAASPP test

g. Departments looking at CAASPP scores to scaffold instruction; Using previous CAASPP results to focus curriculum on areas of need.

h. English 1Ext - increased literacy

i. Close reading across the curriculum - full staff worked at Collaboration Time to discuss and practice strategies; Using results from close reading, staff worked to determine appropriate curriculum for student success on CAASPP

j. Before and After School Tutoring. Before school tutoring was added this year to meet the needs of students who are unable to participate after school due to their extra-curricular activities.

k. 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 our 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.**

a. 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).

b. Math & English assessments (Mag); Special Ed. (transition): Reading test used to inform Accelerated Reading selection and gives baseline of reading scores.

c. Math department is meeting with Magnolia Math teachers regularly to increase continuity within the implementation of the CPM Math curriculum

d. Counselors meet with incoming Frosh students

e. Counselors present on high school readiness / expectations in 7th grade class.

f. Counselors do college and career presentations at Magnolia

g. Future Bruins Day at BR showcases programs, class visits, school culture.

h. Incoming parents' nights

i. Counselors attend CSU/UC workshops

j. District Counselors monthly meetings

k. Cooperative 8th grade Cheerleading preparation and tryouts with current BRHS cheerleaders

l. NJUHSD joint College and Career Night

m. Field trips to Sierra College and Sacramento State University

n. Inclusive performing arts programs

o. BRHS students participate in Magnolia's science camp

p. UC reader on campus to work with seniors

q. Articulation agreement with CSU Sacramento (AP CSP)

r. CTE working with Sierra College

s. Common textbooks with NU

t. Counselors visiting charter schools and middle schools

u. Sierra College visits to BR to give placement tests

v. Video production is articulated with Sierra College

w. A-G approval pathways

x. CTE pathways

y. Class field trips to Community and nearby colleges

z. Inviting Magnolia students to participate in Bear River community events

aa. World Language departments use common texts and common assessments

bb. BR math department and Magnolia using common curriculum (CPM Math)

cc. 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"

dd. Drama including Magnolia students in Fall 2017 production of *Our Town*

ee. Bear River music program brings feeder school students on campus to collaborate musically

ff. Bear River students serve as coaches for feeder school athletic programs

gg. 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.**
    a. **Athlete Committed program**, regular club meetings, summer training of coaches and athletes This leadership program is unique in that is supports our athletes positive choices with education on nutrition, fluids, sleep, and stress recovery. It reinforces a drug and alcohol free lifestyle with education and monthly meetings. The nominated leader's earn letters of recommendations for colleges and job opportunities. It is just one more way an athlete and student can be recognized for their outstanding character, integrity, and dedication to a clean lifestyle. https://www.ttusd.org/Domain/220
    b. **Breaking Down the Walls** is a comprehensive program designed to unify, empower, and engage every student to create a positive and supportive campus environment.

Students learn to interact with a cross-section of their peers, and find that they do not live in isolation, rather, within a community that depends on each of its members to thrive. Students work side by side, learn from one another, and become active participants in the positive development of their campus. http://learningforliving.com/breaking-down-the-walls/

c. **RTI - Bruin Time** - Bruin Time offers 3 levels of support for our students: Remediation, Study Halls and Enrichments. In the remediation class, students have a small teacher student ratio for individualized attention and support.

d. **Reconnecting Youth** - Reconnecting Youth Inc. is dedicated to researching, developing, testing and disseminating prevention programs for youth at risk and to training those who use our programs to implement them with fidelity. Our award-winning programs have been recognized for over a decade as models for evidence-based prevention and are included on SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP). reconnectingyouth.com

e. **SPORT (TUPE) curriculum-**We have an on site coordinator that provides educational programs, campaigns and information regarding the use of tobacco.

f. **Core Values-**Staff and students participated in the defining of our Bruin Core Values. This resulted in prioritizing what it means to our community to be a Bruin. Those values are: Empathy, Grit, Community, Intellectual curiosity and Integrity. The first three days of school, the entire site participated in welcome activities, games, discussions, and an ongoing reward system to foster awareness and motivation to integrate values into student's daily lives.

g. **STARS (student assistance program) counseling component-**BRHS has an on site therapist 2 days per week that provides individualized therapy and group counseling support to at risk students.

h. **CoRR Drug Diversion classes-**Students that have identified drug use issues are referred to mandatory on campus drug diversion classes provided by a local outside agency.

i. **County Wellness Survey "What's Up Wellness" to identify at risk kids-**This program identifies students that have suicidal ideation or emerging mental health concerns. Identified students and families are provided with referrals and therapeutic support.

j. **Wellness Center-**Our newly established on site wellness center provides a calming space for group counseling, therapy, meditation and meetings focused on the well being of our students. Future plans include the addition of a permanent counselor/therapist to provide full time support and assistance.

k. **On-campus clubs-**With over 20 active clubs available to choose from, students have the opportunity to participate in activities that challenge and engage them in school and community culture.

l.   Full time Educational Intervention Support Specialist

m. Every 15 minutes

n.   Freshman health class

o.   SPED pre-vocational skills class

p.   ERMHS

q.   Inviting Facilities - better lighting, tables with umbrellas, projectors

r.   LINK crew

s.   Peer tutor program

t.   Drug dogs on campus

5. **Continue to refine implementation of the new California State Standards.**
   a.   Focus on school-wide literacy (close reading/annotation, summarizing informational texts in all subject areas)
   b.   OARS/Illuminate formative assessment -- benchmark testing by grade level and subject
   c.   Department collaboration on the future CAST Science test (and CAASPP in ELA and Math)
   d.   Alignment Project -- each teacher/department evaluated how and to what degree standards are being implemented
   e.   Collaboration around students on the "bubble" -- how to move them up to the next proficiency band (on CST)
   f.   Incentive programs to encourage students to actively participate in standardized testing; improved standardized testing environment
   g.   Use of CAASPP interim assessment blocks in Math and ELA
   h.   Attending national conferences dedicated to standards development and implementation.
   i.   Working with colleagues to better understand standards and their implementation and effectiveness.
   j.   Core aligned curriculum-For ELA courses, curriculum is being modified and realigned with CCSS
      i.   ERWC - 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.
      ii.   ESM- added to math department as a senior math course
   k.   District Curriculum Committee has implemented a textbook adoption cycle and materials are carefully vetted for their adherence to the CA State Standards.

6. **Address the individual needs of all students, in terms of academic intervention, academic and cultural enrichment, and social/emotional education and support.**
    a. High staff participation at SSTs, IEPs and 504s
    b. Intervention Specialist position
    c. Redesign of Bruin Time (more targeted intervention, advisory, and breadth of enrichment opportunities)
    d. Breaking Down the Walls - every other year, all students participate
    e. System of referrals for students who need more focused attention
    f. Non-graduating students from feeder Middle School meet individually with counselors and administration for extra support and individual help at beginning of freshman year. These students are called SOSAs: Students On Special Assignment.
    g. *See RTI Pyramid in Appendices
    h. Grade-level remediation for struggling (D/F) students in Bruin Time.
        i.   Camp Savoie - Focus on ~12 struggling sophomores in Bruin Time.
        ii. The Bruin Den - Focus on the most academically at-risk freshmen.
    i. Bruin Time enrichment options
    j. Numerous School Clubs
    k. Leadership class - Rallies, dances, and pump-up parties
    l. Before and after school tutoring.
    m. Addition of full-time School Psychologist.
    n. New Intervention Team, composed of administrators, counselors, psychologist, nurse, therapist, and intervention specialist, meets weekly to discuss student issues, concerns, and needs.
    o. New Wellness Center is utilized for counseling groups, class activities, and Bruin Time enrichments such as meditation and yoga.
    p. Student Assistance and Resource Services (STARS)- District Program Coordinator works with sites to determine needs. Therapist available to work with students directly, referring to outside support and organizing groups on campus.
    q. What's Up Wellness - all 9th graders are given the opportunity to participate in a mental health screening. Students that have positive results are given resources on and off campus.
    r. MTSS assessment process in progress (SWIFT-FIA)
    s. Beginning to implement UDL strategies

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.**
    a. New Marquee - making announcements of achievements and upcoming events
    b. Weekly School Messenger to families (principal)

    c. Weekly email update to staff (principal)

    d. Improved website

    e. New display boards throughout campus- Leadership students utilize the boards to inform students of ongoing events on campus.

    f. Social media engagement. BRHS Facebook page has grown in viewership from 700 to 1700 within the past two years.

    g. "On the Town" radio show at KCNO (monthly)

    h. Staff access to "all-staff" email

    i. Town Hall meetings (LCAP)

    j. Parents and students are surveyed annually for their input on our LCAP priorities and need.

    k. School staff works with local print media to publish positive stories about what is happening at Bear River.

    l. Improved signage for classrooms, library, theater, administration - community is better able to navigate our campus receiving information about facilities as well as reinforcement of our Core Values.

    m. Outreach to feeder schools (counselors)

    n. Future Bruins Day/Night

    o. Department Chairs meetings -- formal and informal (improves communication)

    p. Remodel of staff lounge -- improves informal communication

    q. Counselors utilize Remind 101 text

    r. New SIS system to improve communication for students and parents about grades and assignments.

    s. Increased membership in Site Council.

    t. The "Bear River Bulletin" -- student-produced news show is posted online

    u. *The Current*, the student-run news website, is viewable at BRCurrent.com

    v. School-wide use of Google Suite of products

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

    a. Athlete Committed program - Mandatory Code Nights for all parents and athletes communicating the positive goals of the Athlete Committed

    b. Weekly message to families touches on cultural elements

    c. Core values -- what it means to be a Bruin

        i. Core values developed in collaboration with all staff: Grit, Integrity, Empathy, Intellectual/Creative Curiosity, Community

        ii. Core values prominently displayed at entrance of school

        iii. English students work at detailed discussion of Core Values at opening of school 2017/2018

      iv.   Awards system for students exhibiting Core Values presented at rallys

d. Student focus groups around Core Values - Principal meets with a representative advisory group of students at all grade levels to regularly discuss the implementation of our Core Values and obtain their perspectives on how things are going culturally from the student vantage point.

e. Breaking Down the Walls - every other year, all students participate

f. Culture Bruin Time - led by Dr. Besler during Bruin Time

g. Advisory in Bruin Time - Teachers making connections with students (freshmen and sophomores) during the Bruin Time sessions. Shifted from actual advisory classes to utilizing Enrichment classes that create a culture of relationships.

h. Student leadership communication -- social media and Bruin Blast

i. Student leadership is growing and roles are expanding

j. Staff culture -- staff buddies for new teachers, Sunshine Club,

k. Bruin Passport -- encourages students to attend a variety of events

l. Programs to encourage 8th graders to attend our events

m. Weekly video bulletin with shout-out report

n. Badge of of the Bruin letters (acknowledgement of students). Any staff member can select any number of students at any point during the school year for their Bruin values. The principal sends a personalized letter home to the student. Typically, 250-300 letters are sent each school year.

o. Students and Staff Members of the Month (selected by staff)

p. Social Justice class routinely uses "restorative justice" circles to resolve issues between students.

q. Week of Welcome. Staff and student leaders planned a week of activities that emphasized creating a welcoming atmosphere for new students, expressly teaching our Core Values, building relationships between staff and students, and setting a high bar of expectation campus-wide.

r. Link Crew - Leadership students connected with freshmen students to keep new students involved in school, community, as well as keeping on track academically.

s. Club Rush - encourage club membership; give freshmen a chance to see the clubs by letting them survey them before the other grades come out to the quad

t. School-wide Core Values raffle - Staff recognizes particular students that are demonstrating any Core Value and these students are given a ticket for a monthly raffle for prizes donated by the Bear River Community Parent Group.

u. School-wide Expectations-Various class discussions and presentations regarding cell phone policies, late work, and accepted positive behaviors.

v. Principal and Intervention Specialist make classroom visits to check in with students.

Chapter II: Student/Community Profile and Supporting Data and Findings

- A. **The history and background of the school**
- B. **A description of the school programs**
- C. **School performance indicators as organized by the Local Control Funding Formula (LCFF) "Eight State Priorities" rubrics and local measures**
- D. **Examination of perceptual data, such as surveys**
- E. **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- F. **Provide a brief summary that includes:**
  - a. **Implications of the data**
  - b. **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
  - c. **Important questions to be discussed in the Focus Groups.**

A. History and background of the school

The Nevada Joint Union High School District is located in Grass Valley, California; a small, rural community with a rich Gold Rush history located about sixty miles northeast of Sacramento. Its derringer shape encompasses 980 square miles of scenic foothills and mountains. The county covers both the eastern and western sides of the Sierra Nevada mountain range. The elevation ranges from less than 1,000 feet to more than 9,000 feet.

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River community celebrated its 30th anniversary during the 2015-2016 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extracurricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch's South County home. Additionally, Bear River High School allows the community access to its swimming pool and performing arts center after school hours and during the summer months.

As is the case with most other comprehensive high schools within proximity, Bear River has experienced declining enrollment for several years. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. With the economic downturn experienced throughout the country in recent years, and in our 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 stabilized to a degree and our enrollment this year is hovering around 620 students, which is higher than enrollment projection for this school year, thanks in part to the manner in which we have begun to attract students from many charter and other schools that had previously rarely sent students to Bear River for high school.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, drama and dance. We are working to build upon our 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. We have developed two new CTE pathways, Computer Science and Digital Media Arts, which have been implemented during the 2016-2017 school year. This year, we added another level within the Computer Science pathway, A.P. Computer Science A. We also added a Social Justice course, which falls under the umbrella of CTE.

Our Core Values (SLOs) are embedded within our curriculum and are even reflected in our athletic competitions as well as our various other extra-curricular activities. During the course of our faculty meetings in preparation for our WASC, it was agreed upon that we wanted to include language that illustrated the use and importance of technology. This remains true today as we have implemented the Student Instructional Technology Acceptable Use & Internet Safety Agreement which both student and parent are required to sign. Our six-year WASC accreditation was reaffirmed in the 2014-2015 school year at the mid- cycle visit and review, carrying us through the duration of our six-year accreditation term. We continue to revise and draw upon our WASC goals and action plans as the foundation of our continual progress. We are deeply engaged in the WASC accreditation this year, with our visitation coming up in April of 2018.

One of the most powerful cultural shifts at Bear River in recent years has occurred with the development of our Core Values, which were generated in the spring of 2017 through an extension stakeholder process that heavily involved staff and all students. The Core Values have already become fundamental to who we are and what we do as Bruins -- they are visible everywhere on campus and are embedded in classrooms, on athletic teams, and in our other clubs and organizations. Our 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 our everyday actions and expectations and also engage staff and students in celebration and recognition of our Core Values. The Core Values that define what it means to be a Bear River Bruin are: Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community. Below is additional description of each of our Core Values.

BRUIN CORE VALUES

Our Core Values reflect what it means to be a Bruin... each staff member, student, and family and community partner strives to embody these ideals, both at Bear River and beyond it, in the larger community.

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 & 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

Our Mission Statement: 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, while offering the tools to enable them to become productive and adaptable members of an evolving society.

The staff recently engaged in a process to reinvigorate our vision statement. The new vision for Bear River High School is as follows: Bear River is a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.

Additionally, we are often asked, "Why Bear River?" Below are some of the defining traits of Bear River High School, which we communicate to our stakeholders and community in on-going, myriad ways: Bear River High School's beautiful, rural setting perfectly reflects the experience students have on our campus. The safe, serene, welcoming environment enables students to grow in their confidence and skills, preparing them for success beyond high school. We pride ourselves in creating and building a school culture that is inclusive, engaging, and respectful; our students and staff feel at home at BRHS and experience the tremendous pride that comes with being a Bruin and being a part of something greater than yourself.

Being a Bruin means embracing a multitude of opportunities to shine, through courage, determination, creativity, and curiosity. Our students excel, not only in the classroom, but on the stage, on the athletic fields and courts, in the labs, and in the larger community. They are challenged each day to take risks, explore possibilities, and serve their school and world. We recognize the unique talents and capabilities in our students and provide them the means to realize their fullest potential, often in ways they never would have imagined.

Our academic excellence speaks for itself, as does our rich 30-year history of outstanding accomplishments in athletics, arts, and agriculture. The BRHS staff is highly trained to meet the individual needs of each student while inspiring them to grow and develop as scholars and human beings. We believe in hard work, dedication, and personal attention and treat each student as we would our own children -- with love and expectation.

Our school's size lends itself perfectly to an ideal high school experience. We are able to offer a wide assortment of opportunities to meet any student's needs and interests, while providing a small enough environment that students are known well personally by adults and peers alike, creating an environment that is both warm and challenging. Our surrounding community is highly engaged with and supportive of our school and students, which adds tremendous collective power to our efforts.

Bear River High School is a unique and special place, where students thrive. Every day is met with excitement and fierce loyalty, as we know our school environment is something special. We are proud to be Bruins and carry the qualities of a Bruin (generosity, determination, inquisitiveness, courage, compassion, and respect, to name a few) with us wherever life takes us, both within the high school experience and beyond.

B. Description of the school programs

Our educational offerings are designed to support student learning and to ensure the college and career readiness of all of our students. Please review the course options in this catalog carefully before making your selection, keeping in mind your long term goals. If you have any questions, please contact your counselor.

Bear River High School Graduation Requirements

Course Area	Credits
4 Years English (1 or 1X, 2 or 2X, 3 or 3H, 4 or 4AP)	40
3 Years Mathematics (*must include Integrated Math 1 or Algebra 1)	30
3 Years Social Science (World History, US History, Econ/Government or AP Gov.)	30
2 Years Science (1 year life science and 1 year physical science)	20
2 Years Physical Education (1 year Frosh PE and 1 year of the following: Aerobics, Dance, Weights, Basketball PE or play 2 seasons of a school sport is equivalent to 1 year of PE)	20
1 Year Visual / Performing Art or World Language or CTE (Clay, Drawing/Paint, Photo, Ag. Mechanics, Band, Choir, Drama, Spanish)	10
1 Year Frosh Tech / Health	10
Electives	60
TOTAL REQUIRED CREDITS	220

SAMPLE FOUR-YEAR PLAN TO GRADUATE FROM BRHS

FRESHMAN	**SOPHOMORE**
*English 1	*English 2
*Math (Integrated Math 1 or Higher)	*Math
*Frosh PE	*World History
*Health / Tech	Science
Elective	PE
Elective	Elective
JUNIOR	**SENIOR**
*English 3	*English 4
*Math	*American Government / Economics

|	
*US History	Elective
Science	Elective
Visual / Performance Art or Spanish	Elective
Elective	Elective

*Required for Stated Grade Level

Agriculture & CTE-Industrial Technology: Agriculture today is much more than farming. It's an advanced and highly technical field. It involves everything from computers to research and education, even satellites to watch the weather. Whatever your aspirations, enrolling in high school agriculture and FFA gives you valuable hands-on experience. Such involvement helps you develop communications and leadership skills, and even helps you decide which of the many agriculture career options is best for you. 2015 & 2016 NATIONAL CHAMPIONS!

Students need 1 Fine Art OR 1 World Language OR CTE to graduate, but students need 1 year of a Fine Art & 2 years of a World Language for college requirements!

Computer Science teaches the creative, collaborative, interdisciplinary, and problem-solving nature of computing with instructional materials that feature an inquiry-based approach to learning and teaching. As part of these courses, students will delve into real world computing problems that are culturally-relevant, and address social and ethical issues while developing foundational computer science knowledge. Students will engage in several in-depth projects to demonstrate the real-world applications of computing.

All students must take English 1, 2, 3, & 4 to satisfy the four year English requirements. English elective courses do not count towards the four year English requirement. All regular, X, Honors & AP English classes meet the UC/CSU college entrance requirement. Students agree that by taking English courses at Bear River all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

BRHS Math Department Flowchart:
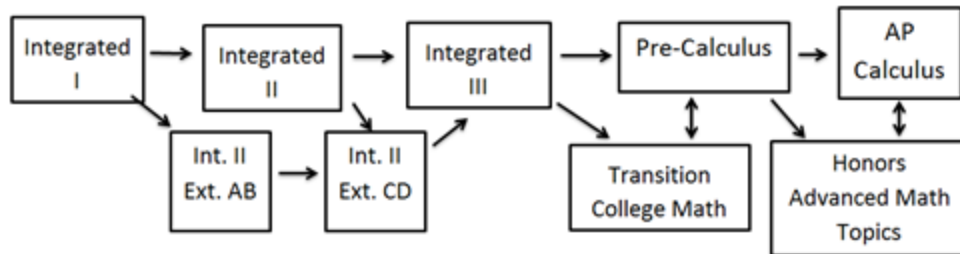
The goals of our Physical Education department are to promote fitness for life and provide students with the tools to achieve total health, (mental, physical, and social health). Our courses are centered around activities that can be used well past their high school years to stay fit and promote a healthy

lifestyle. Students are required to take two years of physical education to graduate. All of our classes are yearlong courses. Freshmen are required to take "Frosh PE" which focuses on physical fitness, team sports, and individual sports. Learning to work together in a collaborative way is a big part of what we do. Our second year courses include Dance 1 and 2 (can be used for PE or Performing Arts credit), Beginning Weights, Advanced Weights, and Basketball. Our Health class is an extension of our PE department which is also a graduation requirement. Health focuses on nutrition, Illegal and prescription drugs, alcohol, tobacco, e cigarettes, STS's, sleep, and fitness.   Many students choose to take three and four years of physical education and are permitted to take the second year courses more than once.

Bear River offers many science courses that meet graduation requirements and CSU or UC entrance requirements. Our staff is dedicated to providing you with both content knowledge and practical science investigation skills. We are proud to offer 4 different AP Science courses.
Choose your pathway to science success. Science Courses at Bear River:

- Integrated Science I and II
- Physics
- Biology
- Chemistry

- AP Physics I
- AP Chemistry
- AP Biology
- AP Environmental Science

The mission of the Bear River Social Science Department is to assist in the discovery of a student's understanding of the social sciences through a rigorous, standards-based curriculum. Our team work collaboratively to enhance our students' and our understanding of the complex changes that take place within the social sciences. We challenge each student achieve mastery in our respective subjects in order to understand and analyze the many changes and challenges we as a local, national, and global society face today. Our goal is to develop self-motivated, world-conscious, critical and free thinkers capable of adapting to the changing social, economic, political, and intellectual environments of the 21st century.

The mission in Special Education is to provide each student with an appropriate education in the least restrictive environment. We believe in high quality, evidence-based instruction and services for all students and we believe that all students can learn and succeed. Bear River's special education department is based on a learning center model. Classes taught in the special education setting are based on individual needs and can vary from year to year. These courses may include: Language Arts, Reading, Math Applications, Basic Math, Pre-Algebra, Supported Studies, and Pre-Vocational Skills.

The Visual and Performing Arts department offers courses in Drawing, Clay, Photography, TV Video Production, Communication Arts, Vocal Music, Instrumental Music, Dance, and Drama.

"In order to succeed in the 21st century, today's students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English and in several of the world's languages and cultures" (The World Language Content Standards for California Public Schools). What better way to start than with Spanish, a language spoken throughout the state of California and the 3rd most spoken

language in the world! At Bear River High School our Spanish Program includes Spanish 1 through Spanish 4 AP Language. Our current college preparatory program is proficiency based and our students are expected to reach a certain level of competency as they learn to describe the world around them and engage in meaningful conversation. Each level of study increases the depth of vocabulary and the breadth of expression based on the Language Learning Continuum.

Bear River High School has made every effort to design and deliver curriculum with an emphasis on aligning California Content Standards with lifelong skills developed through our Schoolwide Learner Outcomes (SLOs).

Long term planning is essential, as is a periodic renew of established student goals and progress. It is important for parents to be a part of the planning process, communicating with their students regarding future goals, and working with school counselors as a team.

- **(** BRHS Department index from the Bear River website **)**

- **(** 2017-18 BRHS Master Schedule **)**

C. School performance indicators as organized by the Local Control Funding Formula (LCFF) "8 State Priorities" rubrics and local measures

- California Schools Dashboard - BRHS Equity Report

Enrollment: 653   **Socioeconomically Disadvantaged:** 26%   **English Learners:** 1.5%   **Foster Youth:** 0.2%   **Dashboard Release:**

Grade Span: 9-12   **Charter School:** No   Fall 2017

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⤢	N/A	N/A	N/A
Suspension Rate (K-12)	🔴	4	4
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)	🔵	2	0
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A

Performance Levels:
🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

The BRHS Equity Report shows the performance levels for all students on five state indicators. It also shows how many of those student groups are in the two lowest performance levels (Red/Orange) for Suspension Rate.

- California Schools Dashboard - BRHS Status and Change Report

Enrollment: 653 **Socioeconomically Disadvantaged:** 26% **English Learners:** 1.5% **Foster Youth:** 0.2%

Grade Span: 9-12 **Charter School:** No

Dashboard Release:

Fall 2017

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 10.9%	Increased Significantly +4.2%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		Very High 98.9%	Increased +1.1%
College/Career (9-12) Select for one year of available data	N/A	High 64.2%	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

The BRHS Status and Change Report provides the performance level for all students on five state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator, paying particular attention to BRHS suspension rates..

- California Schools Dashboard - BRHS Detailed Report

Academic Performance

State Indicators

English Learner Progress Indicator (Grades K-12)

2015	2016	2017
0%	0%	0%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator

	Prepared	Approaching Prepared	Not Prepared
Class of 2016	64.2%	16%	19.8%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3

	2015	2016	2017
ELA	83.2 pts	82.5 pts	62.1 pts
Math	-7.3 pts	-20.4 pts	-3.7 pts

The BRHS Academic Performance report shows information about the indicators used to assess academic performance in the Dashboard. The percent of English Learners who made progress towards English proficiency, our College/Career Indicator (CCI), and our Assessment Performance results for juniors on CAASPP testing. For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. The BRHS School Conditions and Climate report shows information about suspension rates used to assess school conditions and climate in the Dashboard. We have seen a 4.4% increase in the last two years.

School Conditions and Climate

State Indicators

Suspension

2015	2016	2017
6.5% (49)	6.8% (49)	10.9% (75)

This BRHS report shows information about suspension rates used to assess school conditions and climate in the Dashboard. We have seen a 4.4% increase in the last two years.

Academic Engagement

State Indicators

Graduation

2015	2016	2017
96.4%	97.3%	98.9%

This BRHS report shows information about graduation rates used to assess academic engagement in the Dashboard. We have seen a 2.5% increase in the last two years.

- California Schools Dashboard - BRHS Student Group Report

Enrollment: 653   **Socioeconomically Disadvantaged:** 26%   **English Learners:** 1.5%   **Foster Youth:** 0.2%   **Dashboard Release:**

Grade Span: 9-12   **Charter School:** No   Fall 2017

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	Americ
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	(red)	*	*	*	(red)	(red)	*	*
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	(blue)	*	*	*	(blue)	*	*	*

Performance Levels:
Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

This BRHS report shows the performance levels for all students on four of the state indicators.

D. Examination of perceptual data, such as surveys

- Our parents and community members are extremely involved in our planning activities each year, including our LCAP planning process and WASC planning. Each year, we host a Town Hall meeting on our campus that is open to all parents. The level of parent engagement at our Town Hall meetings is very high (*please see below*), relative to the other school communities within our district. We also have parents who serve each year on our district's LCAP Steering Committee, which includes a commitment of three full days during the spring. This year, with our WASC accreditation process underway, our parents are highly engaged in helping us develop our new goals and action plans. We engage our parents with surveys, meetings at the school site, and dialogue with staff. The input we receive from our parents is extremely helpful as we plan for the future. We are fortunate to have an engaged community of families who are invested in the work that we do and supportive of our efforts.

Notes from LCAP Town Hall Meeting: January 30, 2017 at Bear River High School

NJUHSD 20/20 Vision Goal #1 - Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

GOING WELL	NEEDS IMPROVEMENT
Attendance	Access to grades
After school Tutoring	Uniformity (Schoology online access for students)
Turnitin.com	Textbooks (psych)
AR	Competitive entry level salary new teachers
Required community service grades 9-12 (not just for senior project)	AP prep
Schoology	SAT prep/ACT prep/PSAT
Senior project	"Qualifications" for AP teachers
Many community service opportunities	Before school tutoring
	Hands-on inservice tutorial for "over-reliance" in Schoology, lack of accountability in classrooms; weekend notification
Increase in online course offerings	OARS/Illuminate – frontload to students connection to CAASPP prep
Scholarship awareness	Senior project (students) – timing with college and business
Bulletin (inconsistent)	Training for AP teachers (up to speed with AP grading)
Communicating with students	Salaries
Early awareness of college/post-secondary options	Increase funding for the arts (ceramics), band, choir, theater, all of the arts!
Senior project (outdated)- purpose?	Paid peer tutoring – bring it back

Scheduling issues for athletes (6th period PE?)	Accelerated Reader (the assessments need improvement)
Arts: requirement to attend certain # of plays, musicals, exhibits	Increase counseling services for mental health students
Focus on arts	Expand counseling services for college (expand notification to parent for college scholarships)
Variety of opportunities (both in classes and evenings)	Resources for library
Political education	Resources for music equipment, performing arts, adequate staff
Knowledge of what happens to their ideas	Pay teachers for performances
Follow through on this process	More hands-on CTE choices
Rigor/challenge (not necessarily in amount of work, but in clearance)	Lack of all-weather track
Salaries	Full time librarian focused on library services
CAASPP Staff Development/focus on analytical skills, student reviewing for test/prep, literacy, critical thinking, etc.	Add Wellness Center personnel
After school tutoring	Effective communication of available services for students (daily bulletin, etc.) – grade-level oriented
Mental health	Notification with Schoology of items relevant to each class (i.e. freshman, sophomore, etc.)
Breaking the Walls	More connection with businesses for CTE programs
Advanced Placement Prep (ACT, SAT, etc.) – practice with the tests, test taking skills and practice	Hire additional counselors (qualified and certificated)
College prep class (prepare for college apps. Scholarships, tests, etc.)	More electives with qualified teachers
More speaking and listening (teach presentation skills)	Improved teacher/student (respect) and student/teacher (respect) relationships
Bruin Time SAT/ACT prep (college prep)	Restrooms in the greenroom in the theater
Teach self-awareness, self-imaging, resilience, etc. (9th, 10th grade) – more BDTW-type activities/year long health class?	Resources for fine arts
Wellness Center (help remove the stigma)	Improved format of daily bulletin, make more user friendly
Full time librarians	Multipurpose Room needs major refurbishing
2 new CTE pathways at BR	Athletic equipment funding
2 full time counselors	Follow up for breaking Down the Walls
Bruin Time	Theater used as a community resource more regularly
Progress in computer lab/facilities	Add more CTE/ROP like programs/pathways

Campus looks good	Better connections with local businesses/internships, etc.
Good athletic coaches	More support sections for performing arts (band and choir)
School leadership	Paying student tech crew members
Amazing counseling	More career explorations at younger ages
Keep principal	Older computer labs
Student activities/rallies	More custodial support for events
Breaking Down the Walls	Coherent culture of pride
Mental health training on an ongoing basis	Promote our stats (including parents of younger students)
High end computer labs/library computers	Bathrooms!
After school tutoring	Respect by teachers for students
Bruin Time	Fine arts funding
Communication	Better format for daily bulletin
FFA, Odyssey of the Mind, STEM (engaging, challenging, relevant programs)	Campus security communications with community, parents, students
Every 15 Minutes	De-stigmatize mental health education/preventative support topics
Guest speakers	Time management
Start Wellness Center	Self-esteem/self-love
Evening programs with parent education, guest speakers (Ted Talks, etc.)	Conscious vs. subconscious interventions/blocking ??
Engage with community through library	Have cameras in the parking lot that work
Bringing younger kids on campus more regularly	Lunch lines too long
International exchange programs	Bathrooms
Outreach to larger companies	Move Breaking Down the Walls to beginning of the year
Send our students out into the community/feeder schools	Negative interactions between students based on ethnicity or belief system
3D printers/robotics	Teacher lack of respect to students – "give to get"
More recognitions of scholars who are not necessarily athletes	More mental health counseling
Drivers Ed in school	Education re: mental health (reduce stigma)
Bathrooms	More sections of Reconnecting Youth @ BR
Gym renovation	Racial slurs/bullying
All-weather track	Expand a athletes – all students
Athletes committed	Cultural awareness
Breaking Down the Walls	"Old school" coaches and bullying
Drug testing	Students want Every 15 Minutes in spring 2017
Development of teaching strategies	Teach mental health self-awareness

Campus security	Drug testing
Reconnecting Youth	Contain/deal with drugs/alcohol
Arts program strong	Life skills class (or after school)
Nurse services increased/maintained	Bruin Time
Every 15 Minutes	Checkbooks
Drug dogs	Credit – cooking, sewing
Whole body health focus: Truckee Health Center Communicate with guardian/parent via cell, email (not just house phone (which is worthless if at work) "security" event on campus Communication should also notify students in transit	Do Breaking Down the Walls every year, especially 2017 because there's no Every 15 Minutes
Sensitivity awareness training re: discrimination based on ethnicity or belief system	Drug Dogs – more often and searching more students
Every 15 Minutes	CSF program – promote
With FFA support, create a strong organic garden program (or ROP like)	
Read bulletin daily	
Parent Internet safety class	
More drug education	
International exchange program	
Money management classes	
Reconnecting Youth in Bruin Time or as a freshman section – all take	
Breaking Down the Walls	
Every 15 Minutes	
Reconnecting Youth	
Staff is interested in student success (individual)	
Lockdown – all know what to do	
Athletes committed	
Athlete drug testing	
Amazing coaches	
Welcoming staff: support parental involvement	

- Below is a link to survey results from our LCAP process:

  - Copy of 2017 LCAP Survey (Responses)

- Below is a link to survey results from our Action Plan development process:

  - Copy of BRHS Stakeholder Input on WASC Goals 2017-2018 (Responses)

● Our parents are also heavily involved and committed to helping our students succeed at Bear River High School. We are fortunate to have several parent booster clubs that work year round helping support student activities. We have community members who volunteer as panelists for our Senior Project Mock Interviews and Speeches and who speak in our classrooms as special guests. Again, given limited budgets, parents are instrumental in providing transportation for co-curricular and extracurricular activities (such as athletic events, band and choir competitions, etc.). Additionally, we also have many parents, as well as other community members, who donate funds to support different activities and dedicate many, many hours planning and organizing our Senior Grad Night. Furthermore, we have parents participating on our Site Council, and parents who are active in our Bear River Community Parent Group. This group works year round supporting our student activities by fundraising and volunteering their time. Our parents and community partners were instrumental in the passage of Measure B, our district's bond measure, which successfully met the required passage rate during the November 2016 election. This bond will ensure $47 million for upgrades in the facilities of our district's campuses; much of these funds will be spent at Bear River High School and Nevada Union High School, the two comprehensive high schools in the Nevada Joint Union High School District.

E. Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data

● An alarming trend within our school population, district, and nation, is the dramatic increase in student mental health concerns, including depression and anxiety. In 2016, a significant percentage of Bear River students reported regular feelings of depression, sadness, 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 2017, 41 (out of 175) incoming freshmen had not graduated from the 8th grade, compared to a more typical number of 10-15 freshmen in this category. Furthermore, as our student enrollment has significantly declined in recent years, we have struggled to maintain and grow our programs and offerings, which is an imperative aspect of retaining and attracting students to our school and district. Our community demands increased opportunities, rigor, and academic offerings, which requires tremendous creativity in terms of planning and utilization of resources.

● 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.

- 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. 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 Student Information System we have had in place for the last many years has been woefully inadequate in many ways, 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 collecting and 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 process require a greater degree of analysis of student subgroup performance. Recent survey data shows that Bear River students and parents feel strongly that we need to place greater emphasis on the communication of student progress and performance information. Additionally, our staff has identified the need to implement more comprehensive means of diagnostic assessment in order to ensure that students are placed appropriately in courses and connected to needed supports. The new CAASPP system of standardized assessment creates a new set of challenges with regard to monitoring student progress from year to year as the standardized assessments are now only delivered at the end of the 11th grade year rather than during each year of high school. By the time CAASPP scores are received, they serve as more of an "autopsy" of a student's attainment of academic standards and skills throughout high schools and little time then remains to intervene in areas of need. Teachers and students have also emphasized, through recent survey data, that they believe it is important for students to take a more active role in evaluating their own progress and performance throughout high school. Along similar lines, staff, students, and parents recognize that grading practices are not consistent between teachers and grading practices should be analyzed for consistency, and common purpose.

F. Summary of School Climate Report Card (SCRC), CAASPP results, and AP scores:

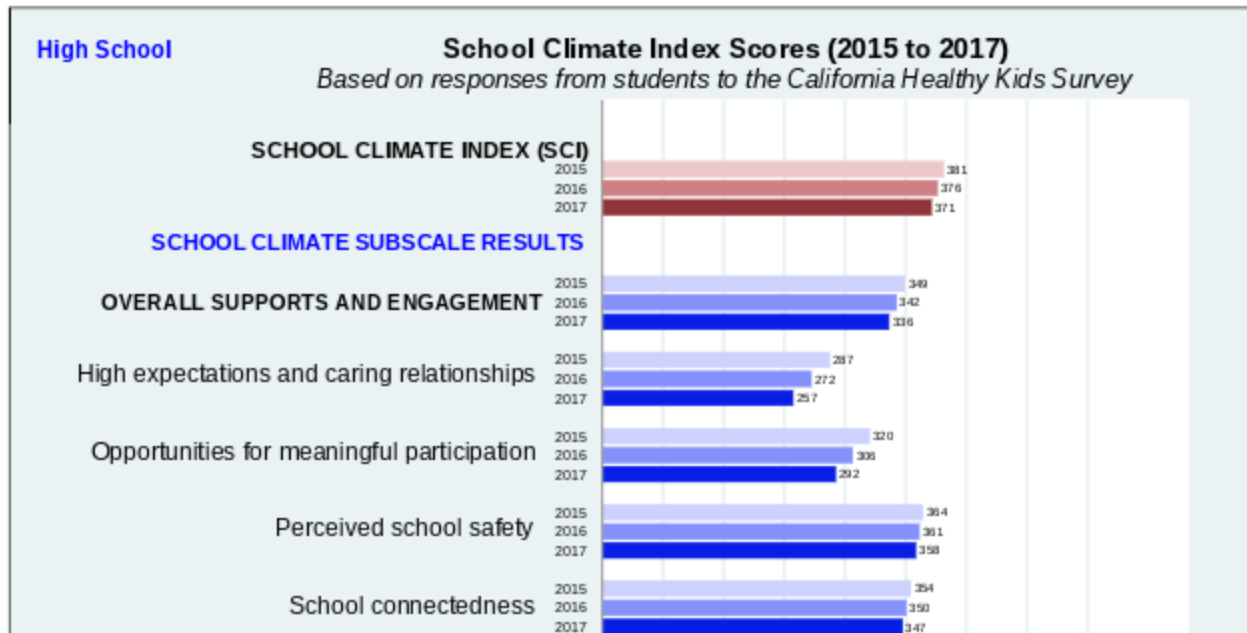1. **Looking at the School Climate Report Card and recent CAASPP Results:**
   BRHS SCRC 1617 & **CAASPP Results: 2015/2016/2017 Comparisons**

School: Bear River High
Response Rate: 87% (2015), 89% (2016), 90% (2017)

School Climate Index (SCI)

	2015	2016	2017	Change
SCI Score[A]	381	376	371	-10
SCI State Percentile[B]	94	93	92	-2
SCI Similar Schools Percentile[B]	68	65	61	-7

High School

School Climate Index Scores (2015 to 2017)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)
2015 — 381
2016 — 376
2017 — 371

SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT
2015 — 349
2016 — 342
2017 — 336

High expectations and caring relationships
2015 — 287
2016 — 272
2017 — 257

Opportunities for meaningful participation
2015 — 320
2016 — 306
2017 — 292

Perceived school safety
2015 — 364
2016 — 361
2017 — 358

School connectedness
2015 — 354
2016 — 350
2017 — 347

School Climate Index Subscale Results

	SCI Scores			
	2015	2016	2017	Change
Overall Supports and Engagement	**349**	**342**	**336**	**-13**
High expectations and caring relationships	287	272	257	-30
Opportunities for meaningful participation	320	306	292	-28
Perceived school safety	364	361	358	-6
School connectedness	354	350	347	-7
Overall Low Violence and Substance Use	**395**	**392**	**389**	**-6**
Low physical violence perpetration	397	396	394	-3
Low physical/emotional violence victimization	381	382	383	+2
Low harassment and bullying	388	376	364	-24
Low substance use at school	392	387	383	-9

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

BEAR RIVER HIGH SCHOOL
CAASPP RESULTS: 2015/2016/2017 COMPARISONS

	BRHS 2015 ELA	NJUHSD 2015 ELA	BRHS 2016 ELA	NJUHSD 2016 ELA	BRHS 2017 ELA	NJUHSD 2017 ELA
Standard Exceeded	48%	30%	48%	37%	40%	35%
Standard	36%	31%	37%	33%	35%	33%

Met						
Combined Exceeded and Met	84%	61%	85%	70%	75%	68%
Standard Nearly Met	12%	19%	11%	15%	22%	20%
Standard Not Met	4%	20%	5%	15%	4%	11%
	BRHS 2015 Math	**NJUHSD 2015 Math**	**BRHS 2016 Math**	**NJUHSD 2016 Math**	**BRHS 2017 Math**	**NJUHSD 2017 Math**
Standard Exceeded	20%	14%	11%	19%	14%	17%
Standard Met	30%	20%	29%	24%	35%	22%
Combined Exceeded and Met	50%	34%	40%	43%	49%	39%
Standard Nearly Met	28%	22%	37%	27%	34%	26%
Standard Not Met	22%	44%	24%	30%	17%	35%

a. **Implications of the data**

The data shows a general decline across the board in positive perceptions

- While teachers feel that students are less motivated to succeed, the students feel that they are working harder. This reveals the stark reality that the students are not adequately prepared for high school. We need to find new or better ways to address these deficiencies.
- Because students are less prepared, the ability to take responsibility has shifted to staff and away from students and their families. As a staff, we are tasked to find inventive ways to engage students and families in the learning process. As students enter and are identified with these deficiencies, we can provide more encompassing methods and strategies to address study skill development.
- While the benefits and value of electronics are clear, they have become a hindrance and a distraction in the classroom. As a result, students are taking

less personal responsibility. They are less engaged and "present" in the learning environment. Staff has identified this problem and is addressing by restricting the use of personal devices and developing school wide policies regarding classroom use.

- One improved area was "low physical/emotional violence/victimization"
- Trying hard on school work also showed gains
- The biggest areas of decline were in "high expectations and caring relationships," "low harassment and bullying," and "opportunities for meaningful participation"
- Staff indicators show that staff feel like fewer students are motivated to learn and school is less of a supportive and inviting place for students to learn. The staff also expressed that truancy is a more significant problem than it was in previous years.

b. **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
- Students need to feel supported, held to high expectations, and that they have caring relationships with adults on campus.
- Students are coming to Bear River with far more trauma and family/personal issues than in years past. Staff needs additional training in understanding where students are coming from so they can tap into their needs and motivation. For example, training in Social Emotional Learning and Trauma-Informed Teaching helps staff meet students where they are.
- Students, within the past couple of years, are coming to Bear River from many feeder schools beyond our primary feeder, Magnolia. This reality means that the students who are new to this peer group need more assistance with connecting socially with their peers (example: Link Crew).

c. **Important questions to be discussed in the Focus Groups.**
- This data does not seem to correlate with our experiences or the observational/anecdotal data we gather every day from students. Why is there a disconnect here? We wonder how seriously the students took this survey.
- Is it possible to break this data down by grade level? It would be interesting to see how the 11th graders compared between 2015 and 2017. Last year's freshman class was a particularly challenging group, many of whom came to high school with negative past school experiences.
- Can we get student input on this data? It would be interesting to see how students perceive this data.

- What are some strategies to further support staff well-being and provide staff with tools and resources to form meaningful connections with students within a rigorous learning environment?
- How might we define what it means for students to be "connected" at school? This means something different to every person.
- How do we connect with with "middle" kid, who is not at-risk or overachieving?
- How can we tap into students' perceptions of their experiences at Bear River?

2. **Looking at Advanced Placement Scores:**
   5-year school-score summary & Current year school-score summary

% of Total AP Students with Scores 3+
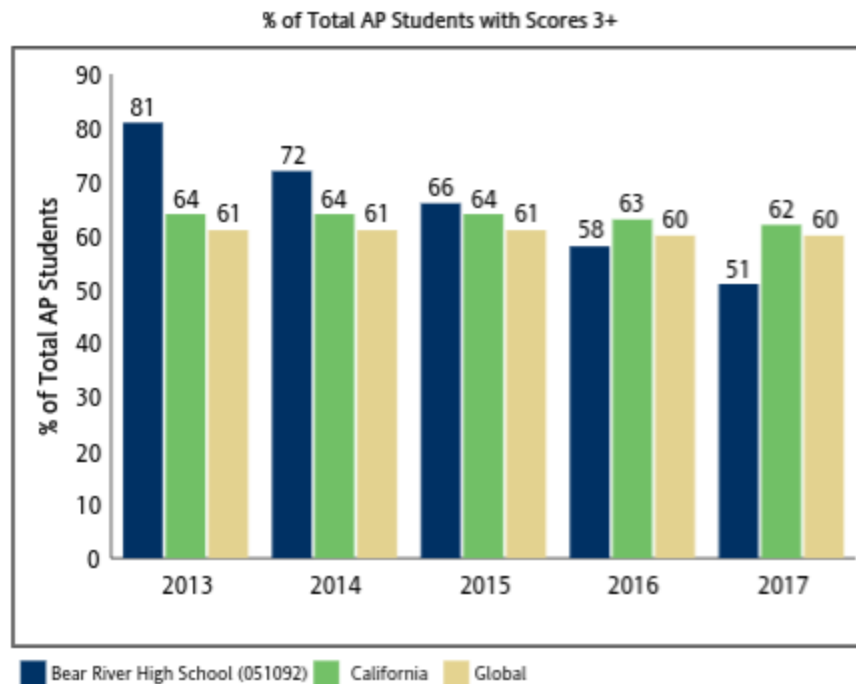
	2013	2014	2015	2016	2017
			Bear River High School (051092)		
Total AP Students	99	83	92	99	93
Number of Exams	166	146	162	160	146
AP Students with Scores 3+	80	60	61	57	47
■ % of Total AP Students with Scores 3+	80.8	72.3	66.3	57.6	50.5
			California		
Total AP Students	338,891	354,227	372,502	396,254	413,212
Number of Exams	635,596	668,479	707,509	749,392	783,528
AP Students with Scores 3+	215,233	227,801	237,063	247,846	256,623
■ % of Total AP Students with Scores 3+	63.5	64.3	63.6	62.5	62.1
			Global		
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,746,315
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	4,971,070
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,655,555
■ % of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

✔ Data Updated Jul 3, 2017, Report Run Jul 23, 2017

Disciplines : All Disciplines

Bear River High School (051092)

Total AP Students in Your School: 93

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	12	34	29	36	35	146
Percentage of Total Exams	8	23	20	25	24	100
Number of AP Students	9	26	26	33	31	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: Drawing Portfolio		1	2	1	1	5
English Language and Composition		3	2	3	1	9
English Literature and Composition	5	4	8	7		24
Psychology					1	1
United States Government and Politics				1	4	5
United States History	1	9	7	17	25	59
Calculus AB	1	3	1			5
Computer Science Principles	2	2	8	4		16
Biology	3	9	1			13
Environmental Science		3		3	3	9

a. **Implications of the data**
   - There is a general downward trend in the AP pass rate.
   - As a group we feel that class sizes and composition of classes make a big difference in AP scores. Many students may be in AP classes due to our tight schedule that really aren't ready for the rigor of an AP class.
   - If we did adjust the AP class sizes down it would greatly impact the other classes and cause them to be too large.
   - Motivation and a feeling that the tests are not really going to help with credits are a factor as well.
   - Fewer students taking the AP tests down: 166 in 2013 to 146 in 2017
   - Scores over 30 has gone down significantly from 80% to 47%
   - More students taking the course who may not have necessary skills and capability
   - No mandatory prerequisites for students in order to take AP courses
   - Some numbers of students taking exams are a result of change in teachers and availability of the course
   - In all areas of study, students in 2017 are not as well prepared, given the exam scores
   - The Science and History courses have changed curriculum, which has had an impact on the exam scores
   - Some subject areas are not taught in classes; students take the exams on their own
   - Subject areas have seen a drop in 3+ scores in the past five years:
     1. AP Government
     2. AP US History
     3. AP Environmental Science
   - There are a lot of students taking some AP classes and not taking the test (and those who do take the test don't do well).
   - Could the impacted scheduling reality of a small school be affecting who's taking (and not taking) AP classes?

b. **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
   - Students need stronger analytical skills to perform well on exams
   - Students need stronger writing skills to perform well on exam
   - Students need better process of deciding whether or not they are prepared for this type of examination

- Students NEED to know the implications of the rigor that AP courses demand.
- There should be hard and fast requirements for enrollment in AP classes.

c. Important questions to be discussed in the Focus Groups.

- Should we change our standards for prerequisites for students taking AP courses?
- Would the district support the school having smaller AP courses, rather than backfilling them with students who are not capable/ready for this type of course?
- How does CAASPP data coincide with the AP exam scores?
- What are the grades of students who are scoring 1s on the exams? Is this a result of grade inflation?
- Why are students choosing to take AP classes?
- Are students taking AP classes for a grade bump, or to prepare for the AP test? What's the purpose of offering AP classes if not to prepare for the test?
- Has the curriculum being taught changed when the AP course changes?
- Are some students taking so many AP classes that they are deciding to focus on all but one or two of the subjects?

Chapter III: Self-Study Findings

For each category of criteria include:
1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.
Note: The five criteria categories are:
  A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
  B. Standards-based Student Learning: Curriculum
  C. Standards-based Student Learning: Instruction
  D. Standards-based Student Learning: Assessment and Accountability
  E. School Culture and Support for Student Personal and Academic Growth Culture.
Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Early in the 2016-17 school year, we worked collaboratively to redefine our vision and mission statements. The staff spent several of our collaborative days looking at the wording of each and finally at the November staff meeting, the staff caucused on the Vision	- Bear River High School Student Handbook (page 6) - Vision Statement on

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.**	the BRHS website
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.**	● Mission Statement on the BRHS website
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 our student/community profile data and the district LCAP in order to support these learning outcomes so that all students can achieve at high levels.	● Use of Common Core College and Career Readiness Standards ● NJUHSD 2017-20 LCAP
We wholeheartedly believe that all students can learn and be college and career ready.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
In the Spring of 2017, the BRHS staff engaged in the process of refining our Schoolwide Learner Outcomes (SLOs). We began by asking the question, "What does it mean to be a Bruin?" During collaboration times, we met in heterogeneous groups to brainstorm the qualities and characteristics we strived to impart in each of our students. We were able to narrow the list down to five key traits: Grit, Empathy, Integrity, Intellectual & Creative Curiosity, and Community.	● Bear River High School Student Handbook (page 6-7)
We 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, we met as a staff, discussed possibilities, and reached a general consensus on certain aspects.	● Staff input on Core Values (SLOs)

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.

Finally, a BRHS Core Values Student Reps Principal's Advisory Committee was formed with representatives from each of the history and Tech/Health classes, Here, students were allowed to give even more detailed responses as to "What it means to be a Bruin."

Parents and community members were asked for input when our Core values were shared with them via weekly phone-call and email announcements.

BRHS CORE VALUES (SLO'S):

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

- Student feedback on Core Values (SLOs)

- BRHS Core Values Student Reps Principal's Advisory Meeting Notes - Spring 2017

- 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 & 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
- 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	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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. We spend part of our "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.	- Vision Statement on the BRHS website - Mission Statement on the BRHS website - Bear River High School Student Handbook (page 6) - Senior Project mock interviews - Senior Project presentation panels

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its

relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Nevada Joint Union High School District Board of Trustees hold their regular meetings on the second Wednesday of the month from August to June (there is no meeting in July). Open session begins at 6:00 p.m. and closed session is held prior to the meeting at 5:15 p.m. Each month the meetings rotate between schools sites (Nevada Union and Bear River High Schools). In December the Board holds an organizational meeting when officers are elected and the Board sets the date, time and place of regular board meetings for the remainder of the school year. As per NJUHSD Board adopted policies, "The Board of Trustees shall make every effort to maintain a safe, positive school environment and student services that promote student welfare and academic achievement. The Board expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others… The Superintendent or designee shall establish and keep parents/guardians and students well informed about school and district rules and regulations related to attendance, health examinations, records, grades and student conduct. When conducting hearings related to discipline, attendance and other student matters, the Board shall afford students their due process rights in accordance with law." As part of the Local Control Funding Formula (LCFF) the Nevada Joint Union High School District developed, adopted, and annually updates a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using	● NJUHSD Board of Trustees ● NJUHSD Board Information (Meetings, Agenda, Minutes) ● NJUHSD Board Policies - 5000 - Students ● NJUHSD Local Control and Accountability Plan

a template adopted by the California State Board of Education (SBE) on or before March 31, 2014.	

A2.1. Additional Online Instruction Prompt*: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety*.

Findings	Supporting Evidence
Technology is an integral part of daily life and must be included as an integral part of the educational process. The technology vision impacts all stakeholders: students, teachers, administrators, support staff, parents and community. The use of new technologies continually creates unique environments where learning and creativity thrive. Technology can maximize resources, help us to be more productive, and provide access to key data in making good decisions. Currently, a significant effort is focused on modernizing the district's data network, both wired and wireless, while continuing to support the district's accountability and communication requirements. Some of the areas included in the NJUHSD Technology Department's responsibilities are: ● County-wide area network management ● Local area network services to all district schools and sites ● Application and hardware support to all divisions and schools within the district ● Student and staff mobile device management ● County Internet connectivity ● Applications supporting the student information, communications and business functions of the school district ● Assessment and evaluation applications ● Technology Training ● Electronic access to information resources supporting instruction ● Library automation applications ● Video communications and production services ● Closed Circuit Systems NJUHSD is pleased to offer students access to district computers, communications systems, the Internet and an array	● NJUHSD Technology Department ● NJUHSD Internet Safety Resources ● NJUHSD Student Instructional Technology Acceptable Use and Internet Safety Policy (*addresses CIPA compliance on page 2 under "Internet Access"*) ● NJUHSD Mobile Devices information ● eRate Request for Proposals (RFP)

of technology resources to promote educational excellence. Each student is responsible for their use of technology, whether personal or district-provided. While using district and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about appropriate digital citizenship and to establish expectations when using technology.

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Students may not offer, provide, or purchase products or services through the NJUHSD network system. The NJUHSD network system has not been established as a public access service or a public forum. Access is a privilege, not a right; as such, general rules of school behavior apply. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies. Students must comply with school standards and honor this agreement to be permitted the use of technology. Disciplinary action may be taken against students for misuse of computer, network, and information resources (Communication systems include email, websites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

NJUHSD actively uses filtering software to meet the Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (1) obscene, (2) pornographic, or (3) harmful to minors. NJUHSD retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
Board meetings are open and the public is welcome to attend. Regular session begins at 6:00 p.m. There is also typically a closed session at 5:15 p.m. The Board of Trustees approved the strategic plan for the Nevada Joint Union High School District at their March 12, 2014 regular meeting. The Plan is updated annually and can be located on the Board of Trustees webpage as a PDF document. As per NJUHSD Board adopted policies, "The Board of Trustees recognizes that the success of district students and programs hinges on effective personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations… As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining, select the bargaining team, maintain communications during the bargaining process, and adopt the negotiated contract. Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. The Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills."	● NJUHSD Board Information (Meetings, Agenda, Minutes) ● NJUHSD Strategic Plan - Vision 2020 ● NJUHSD Board Policies - 4000 - Personnel ● NJUHSTA Collective Bargaining Agreement

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The Bear River High School Site Council is a small group of teachers, counselors, students, community members, and classified employees that collaborate with the principal to develop, review, and assess The Single Site Student	● BRHS Site Council

Achievement Plan. They also review and discuss test and survey results, goals, priorities, action plans, as well as other topics for the betterment of the school. Our Site Council committee meets four times per year at 3:45 p.m in Room C202. Our meeting dates are scheduled for September 20, 2017; November 15, 2017; January 17, 2018; and March 7, 2018.	
The Bear River Community Parent Group (BRCPG) coordinates volunteer efforts to support teachers and raise funds to support school programs and projects that further enrich the experience of students. Interested persons can download the membership form. One can also use this form to volunteer or donate. Membership is not required to volunteer, donate, or otherwise be involved.	● [BRCPG website](#)
As per NJUHSD Board approved policies, "The Board of Trustees desires to represent the community and provide leadership in addressing community issues related to education. In order to identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community… Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Superintendent or designee shall work together with city and county agencies and organizations to promote and facilitate coordinated services for children, and shall seek to develop partnerships with local businesses… The Board recognizes that schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in school activities, and take an active interest in issues that affect the schools. The Board and Superintendent or designee shall keep community members well informed about district needs and accomplishments and shall ensure that they have opportunities to share in developing educational policies, programs and evaluation processes."	● [NJUHSD Board Policies - 1000 - Community Relations](#)

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
As per NJUHSD Board approved policies: **A.** The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060) a description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following Eight State Priorities: 1. **Basic (Conditions of Learning)** The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002 (cf. 1312.4 - Williams Uniform Complaint Procedures) (cf. 3517 - Facilities Inspection) (cf. 4112.2 - Certification) (cf. 4113 - Assignment) (cf. 6161.1 - Selection and Evaluation of Instructional Materials) 2. **State Standards (Conditions of Learning)** Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency (cf. 6011 - Academic Standards) (cf. 6174 - Education for English Language Learners) 3. **Parental Involvement (Engagement)** Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy (cf. 3553 - Free and Reduced Price Meals) (cf. 6020 - Parent Involvement) (cf. 6173.1 - Education for Foster Youth) 4. **Pupil Achievement (Pupil Outcomes)**	● NJUHSD Board Policies - 0460 - Philosophy, Goals, Objectives and Comprehensive Plans ● NJUHSD 2017-20 LCAP

Student achievement, as measured by all of the following as applicable:

(a)   Statewide assessments of student achievement

(b)   Academic Performance Index

(c)   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(d)   The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(e)   The English learner reclassification rate

(f)   The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(g)   The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

5.   Pupil Engagement (Engagement)

Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

6.   School Climate (Engagement)

School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

7.   Course Access (Conditions of Learning)

The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration funding pursuant to Education Code 42238.02 and 42238.03
(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)
8.   Other Pupil Outcomes (Pupil Outcomes)
Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

B. The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060) any goals identified for any local priorities established by the Board (cf. 0200 - Goals for the School District).

C. The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060) a description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items *A - C* above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews (Education Code 52060). For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals (Education Code 52060). To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card (Education Code 52060) (cf. 0510 - School Accountability Report Card). Increase or Improvement in Services for Unduplicated Students. The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in

funds apportioned on the basis of the number and concentration of unduplicated students (5 CCR 15494-15496). When the district expends supplemental and/or concentration funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)
1.   Identify those services that are being funded and provided on a districtwide or schoolwide basis
2.   Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3.   If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

Annual Updates
On or before July 1 of each year, the LCAP shall be updated using the template in 5 CCR 15497.5 and shall include all of the following: (Education Code 52061)
1.   A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2.   A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3.   A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4.   A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient
Availability of the Plan
The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065) (cf. 1113 - District and School Websites)

- [LCAP Data Metrics Update 1/30/17](#)
- [NJUHSD School Budget Information](#)

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents*.

Findings	Supporting Evidence
As per NJUHSD Board approved policies: "The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. The district's **Uniform Complaint Procedures (UCP)** shall be used to investigate and resolve the following complaints: **1.** Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)) (cf. 3553 - Free and Reduced Price Meals) (cf. 3555 - Nutrition Program Compliance) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5148 - Child Care and Development) (cf. 5148.2 - Before/After School Programs) (cf. 6159 - Individualized Education Program) (cf. 6171 - Title I Programs) (cf. 6174 - Education for English Learners) (cf. 6175 - Migrant Education Program) (cf. 6178 - Career Technical Education) (cf. 6178.1 - Work-Based Learning) (cf. 6178.2 - Regional Occupational Center/Program) (cf. 6200 - Adult Education) **2.** Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based	● NJUHSD Board Policies - 1000 - Community Relations ● UCP Annual Notice ● NJUHSTA Collective Bargaining Agreement

on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
3.   Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
(cf. 5146 - Married/Pregnant/Parenting Students)
4.   Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)
5.   Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
(cf. 0460 - Local Control and Accountability Plan)
6.   Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
(cf. 6173.1 - Education for Foster Youth)
7.   Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from

Board-imposed graduation requirements (Education Code 51225.1, 51225.2)
(cf. 6173 - Education for Homeless Children)
8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)
(cf. 6173.3 - Education for Juvenile Court School Students)
9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
(cf. 6152 - Class Assignment)
10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)
(cf. 6142.7 - Physical Education and Activity)
11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
12. Any other complaint as specified in a district policy
The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.
The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is

different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.
The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.
(cf. 3580 - District Records)
Non-UCP Complaints
The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)
1.   Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2.   Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3.   Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4.   Any complaint alleging fraud shall be referred to the California Department of Education.
In addition, the district's **Williams Uniform Complaint Procedures**, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or

instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186) (cf. 1312.4 - Williams Uniform Complaint Procedures)"

A3.   Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Bear River continually works toward developing relationships with feeder schools through articulation and transition meetings with feeder schools. The school fosters a commitment to students, teachers, and other stakeholders through providing; access to board meetings, public comment for school site council, and through technology integration. The passing of Measure B shows that as stakeholders, the community is on board as stakeholders and is willing provide	• After presentation by students to board; approved retaining Reconnecting Youth program • Annual Town Hall meetings • Community approved Measure B insuring capital

funding as managed by the community oversight committee to approve major renovation projects such as updated security and intercom systems.

Other ways that Bear River ensures commitment to school improvement is through student recognition and proven community representation at school functions.

Bear River is committed to supporting the health and wellness necessary for student success through the development of a comprehensive wellness center, several mental health group counseling opportunities, the reconnecting youth program for at risk students to create support networks, providing built in student remediation through Bruin Time, tutoring, and access to a full time intervention specialist. We also have a STARS Coordinator who is a licensed therapist, who provides on site services as well as overseeing clinical interns that also provide direct services to our students. Additionally the ERMHS program provides individual counseling for students with special needs. These services are delivered by the on site School Psychologist. It is important to note that making the School Psychologist position full-time this year is another way the school is reinforcing the need for all students to access wellness support.

Our annual Town Hall meetings are in their third year and provide an opportunity for students, parents, and community members to give comprehensive input regarding all of our programs, needs, and expenditures. Our Town Hall meetings have been well-attended, demonstrating that our community is engaged in our continuous improvement process.

We seek input from all stakeholders for the purpose of decision making that impact student empowerment and preparation for the future. Our Athlete Committed program brings together student athlete leaders to be trained and provide regular input about the needs and direction of our athletic programs and teams. Our principal meets regularly with a Core Values Student Advisory Group, with 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 our Core Values which was a very empowering process for all. Our 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

- improvements and additions to the BR campus
- Relationships with feeder schools allow for communication and access to middle school student presentations/meetings etc
- Implementation of 2 new intervention classes: pre-algebra for struggling freshman and a support class to provide organizational study and homework skills development
- Reorganization of Bruin Times to create smaller learning environments for remediation
- Increased student access to tutoring support both before and after school
- District-wide implementation of individual chromebook for students
- Development of a wellness committee focused on creating wellness centers on all campuses and early adoption of revitalized space at BR
- Staff support of student recognition positive behaviors via the Badge of the Bruin Award system
- Student participation and input through Student Leadership, Core Values Student Advisory Group, student government, Athlete Committed Bruin Time

meets weekly and includes student leaders at all grade levels.	● Quarterly Core Value student recognition raffle.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Bear River High School participates in CAASPP and annual Healthy Kids Survey. This information is then collated and evaluated countywide. Through a collaborative process staff members are selected through department chairs to represent curriculum development (district committee oversight). Both staff and students are formally recognized on a monthly basis. Students are acknowledged for demonstration of school's Core Values through staff initiated letters of recognition, and monthly rewards. Our Single Plan for Student Achievement (SPSA) is developed annually through a comprehensive process that includes the input of all stakeholder groups. The staff (classified and certificated) provide their input on changing needs and goals through our Staff and Collaboration meetings as well as Department Chairs meetings. Parents and students provide input on needs and goals through our Site Council, Core Values Student Advisory Group, and annual Town Hall meetings. The SPSA is aligned with our WASC goals and action plans as well as the district's LCAP and reflects current trends in student achievement as well as other performance indicators, such as parent input surveys and the California Healthy Kids Survey. Our staff collaborates weekly with a universal focus on student achievement data. A prime example of this is our Bruin Time scheduling process which occurs quarterly and is based on student performance from the previous quarter (in terms of grades). Remediation offerings are tailored to specific, individual student needs and teachers are assigned based on their expertise and relationships with individual students. Additionally, our teachers collaborate around common formative and summative assessment data, as well as the results of standardized assessments, such as a the CAASPP and AP test results each year. Student performance data is utilized to	● Courses provided based on both student demand and need ● Access to both district funded and outside providers individual and group counseling ● California Healthy Kids Survey results ● Department Chairs agendas ● District Curriculum Committee agendas/supporting documents ● Town Hall meeting input/data ● Town Hall meeting sign-in sheets ● Bruin Time master schedules and planning documents ● CAASPP data ● AP test results ● Staff analysis of standardized assessment results

guide instruction as well as to develop new LCAP and SPSA goals and plans that are needed in order to meet student needs.	

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs*.

Findings	Supporting Evidence
The school holds Bi monthly Department collaboration meetings, Quarterly all staff meetings, Bi monthly all staff collaboration meetings and Bi monthly department head meetings. Our site espouses vertical integration of curriculum. We provide "push in" and "pull out" support for special ed/IEP/SST/504s. Staff collaborates on examination of D and F (IPR grade) Lists. Bear River's Bruin Time provides students with access to Arena Scheduling to support, remediate and inspire. Our staff has made tremendous headway in recent years in moving toward a truly collaborative decision-making structure. Meetings, historically, were more about information-dispensing; now, they are truly collaborative in nature. This is true of our staff meetings, collaboration meetings, and department chair meetings. Staff members provide regular input on all of our processes, policies, and decisions and our meetings reflect a high level of trust, openness, and transparency. Development of new certificated evaluation process We have a collaborative nature to our SST, 504, and IEP meetings.There is an established process for collecting input on students with IEPs, 504's and for SST meetings. This process includes collecting various written evaluations from all teachers working with these students. These include general classroom performance and observations, behavior rating scales, progress reports on IEP goals, etc. Teachers are invited to and/or are required to attend these meetings and we have a high rate of participation. This collaborative effort results in thorough and meaningful input from the team.	• Weekly collaboration meeting agendas and minutes • Quarterly staff meeting agendas, notes, minutes, and "Stuff you can just read" • Department chair agendas and minutes • Scheduled times for department meetings • Designated non-repeated curriculum for grade level • SST notes, 504's and IEPs at a glance on eschools • Bruin Time remediation based upon need with incentive to improve grades • Specialized support Bruin Times for increasing non-grad (from 8th grade) population • Creation of foundation for success math classes for students who are not meeting standards • Support classes for individualized credit recovery • Before and after school tutoring • Real time in class support

	for students with IEPs ● <u>Individualized Bruin Time placements</u> ● Block schedules allow for more individualized instruction and built in remediation support

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration*.

Findings	Supporting Evidence
Bear River supports effective communication through an active union, staff bulletin, weekly collaboration meetings, quarterly all staff meetings, site administration open door policy, report out after department chair meetings to gather information from staff, Sunday messenger from the principal, a formal grievance process, daily staff updates and information with the staff bulletin, opportunity for teachers to participate in informal classroom observation of colleagues, and staff recognition. Staff differences are often resolved at the informal level of the Collective Bargaining Agreement grievance process. This speaks to a high level of trust and desire between administration and certificated staff to find solutions without the necessity of the formal process. There is a high level of trust and openness amongst the staff at Bear River. This fosters a community that feels open to discussing differences amongst their peers. The collaborative environment at the school provides the structure needed to support communication amongst staff. Most differences amongst staff can be resolved proactively with one to one discussions. Staff at Bear River feel a high level of support from both their peers and the administration.	● Limited staff grievances ● Strong staff attendance at meetings, activities and events ● Staff observation and implementation of other teaching methods ● <u>Supportive staff recognition</u>: staff nominated classified and certificated personnel of the month

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a

systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
The NJUHSD monitors and screens applications for appropriately qualified candidates for all positions. Once the initial screening has occurred, sites conduct interviews with panels consisting of certificated and classified staff members. On-going professional development/training. Bear River has organized, specific and focused opportunities for professional development. Options include, county-wide, district-wide and site specific opportunities. Break-out sessions with various experts, group discussion input, technology TOSA all combine to provide professional development. Staff also participates in individual and department statewide and national conferences to further develop skills and best practices. Administration draws on the knowledge of the community to seek out and hire qualified individuals that are experts in their fields to teach students to perform in a competitive workplace. The district supports a rigorous program that is designed to ensure a high level of qualification for teachers coming in from the workforce through professional teacher preparation program which is based on sound theoretical and practical foundation work anchored to the knowledge of teacher education. The CTE program is aligned to the state adopted CTE curriculum standards and framework and bases the teacher's competence on California's Teaching Performance Expectations. CTE teachers are supported by a full time Career Technical Education Coordinator that assists with training and preparation as well as developing career pathways within the CTE program for our students. There are also opportunities for CTE teachers	• Appropriate degrees and credentials • State approved credentialing process • National Association for College Admission Counseling- National Conference

to attend quality professional development and training programs throughout their tenure.	

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Our site team places a great deal of emphasis on supporting staff members and orienting new staff members to our culture, needs, and expectations. New staff members attend a New Staff Orientation before the start of each school year, which addresses logistics, but also culture, philosophy, goals, and needs. The administrative team places a great deal of emphasis on supporting new staff members. To that end, we have created a new teacher "buddy system" within the past couple of years that matches up each new teacher with a veteran teacher "buddy" for continuous support through the year. We organize social events on a quarterly basis with the buddies, which helps connect new teachers in a positive way. New teachers report that they feel supported, connected, and confident in seeking assistance as needed. Additionally, our principal visits all classrooms at least once a week in an informal way in order to celebrate what teachers are doing and provide any support that may be needed. In the fall of 2017, we also launched a Pineapple Chart concept, which provides teachers with the opportunity to open their classrooms to their colleagues and visit other classrooms, as a way of informally sharing ideas, strategies, procedures, and needs. Bear River's master schedule process is comprehensive as staffing needs are based on student enrollment numbers and specific courses. Teachers provide input to their desired course offerings and showcase their desired courses for student interest at our course preview day. After students have an opportunity to evaluate their transcript needs, they complete their course selections. This process helps to maximize staff expertise which ultimately provides a quality learning environment. The LCAP indicates that support for professional development	• [Professional development days] • Mandatory additional 6 hours of technical training • New Staff Orientation agendas • Buddy event invitations/agendas • Master Schedule Process • [Pineapple Chart] process

for teachers is a priority. Money is allocated each year and staff are able to request funds to attend conferences and other professional development activities that meet meet their learning goals. By supporting quality professional development opportunities, staff is able to share their findings with their colleagues in presentations and one on one to maximize the impact on student learning.

Our district has allocated staffing resources to support teachers through the roles of several TOSAs (Teachers on Special Assignment), who assist teachers in a variety of ways. Some of the TOSA roles include: Educational Technology Integration, Common Core Coaching, Intervention Specialist, and Career Technical Education Program Coordination. TOSAs are available to teachers district-wide to support teachers directly as also provide specific trainings through the school year that are tailored to teacher needs and interests.

Our staff assignments are tailored to student learning needs. The master schedule is developed with these needs in mind. Additionally, the special education staff determines staff strengths when considering push-in support for students with IEP's.

Our process for evaluating and supporting new teachers includes both the formal evaluation process, as well as informal coaching and mentoring that occurs on multiple levels. The formal process includes teacher goal setting, connected to our site goals and the California Standards for the Teaching Profession, which are discussed in advance with the administrator assigned to evaluate that teacher. The administrator also meets with the teacher prior to classroom observations to discuss goals. After each classroom observation, the administrator and teacher meet to share feedback about the lesson. In the spring, a comprehensive evaluation is composed and discussed with the teacher. Informally, the principal visits each teacher's classroom at least once a week to provide support and feedback. New teachers also receive support, encouragement, and feedback from the department chairs and colleagues, TOSAs, and BTSA mentors.

Online safety, child abuse reporting and district policies

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Each new employee receives a packet of information that addresses all of the relevant policies, procedures, and processes that apply to their roles. Additionally, the administrators communicate regularly (and in a variety of ways) all of the responsibilities, needs, goals, and policies that are timely and relevant. For each staff meeting, the administration publishes a document called "The Stuff You Can Just Read," which provides a wealth of information, so that the meeting can be more collaborative in nature rather than about information-dispensing. Safety drills are practised on a regular basis with input from staff on effectiveness and areas of improvement. Written policies are provided as well as access online to all information. Our district and school websites provides a wealth of relevant documents to support employee understanding of policies and practices, including our School Safety Plan, handbooks, board policies, etc. We utilized the Google Drive platform regularly to share and collaboration on important documents, which are then categorized and saved for future references. We recognize a need to develop a more comprehensive employee handbook that would incorporate all information an employee might need related to policies, procedures, expectations, and goals. We plan to work collaboratively with stakeholders within the coming months to develop such a handbook.	● [Employee handbook](#) ● Safety response sheets ● Fire/earthquake and lockdown drills ● Staff meetings ● Collaboration meetings ● Department Chairs meetings ● New staff orientation ● [Job descriptions](#)are revised regularly ● Google Docs ● Welcome packet for new employees ● [District website resources for staff](#) ● School Safety Plan ● [School Accountability Report Card](#) ● [Single Plan for Student Achievement](#) ● [Local Control Accountability Plan](#)

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence

Professional development within our district and at the school site level reflects changing needs and dynamics within our community and the larger educational environment. In addition to the on-going support provided by our Teachers on Special Assignment (TOSAs) in Educational Technology, Intervention Specialist, and CTE Specialist roles, our district tailors professional learning opportunities to identified needs as well as staff recommendations. Staff members have the ability to apply for professional development funds to attend trainings and conferences that relate to our district and site goals and needs. 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 we have gathered from our 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. We have also placed a great deal of our professional learning emphasis on creating intervention structures that fit within the overarching concepts of the MTSS model (Multi-Tiered Systems of Support). Staff implementation of new ideas, programs, applications and teaching methodology are evidence in student work, such as the Bear River Current (student news site) and Senior Projects. All staff are successfully using the Chromebooks, SIS system and google programs that are used daily. Assessment results show that our students have grown in their ability to employ critical thinking and problem solving skills, communication and collaboration skills, and integrate technology into their demonstrations of learning.	- Pd days - Mandatory trainings for technology and SIS systems - TOSA- technology, intervention specialists, curriculum, CTE. - OARs/Illuminate - Athlete committed - AP Trainings - LCAP PD Funding - CAASPP results - Senior Project - Literacy across the curriculum - Graduation rates - Increased AP offerings - Apex virtual offerings to meet student learning needs - Direct teaching within Special Education department - Special Education department looking at possible implementation of Cyber High - Additional Math courses now offered to meet student learning needs

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
We do not have staff members who exclusively teach in an online format; our online instruction occurs through Apex course offerings that are embedded into our school day and are taught by teachers who also teach traditional courses and are highly qualified to do so. All online instructors are involved in our processes for professional development and also receive additional training related to the effective implementation of the Apex online curriculum.	- Professional development agendas and activities - Individual Technology Professional Development logs - Apex training agendas

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The staff evaluation process is multi pronged to provide the most accurate picture of the employee skill base. Although not currently defined in the certificated contract, NJUHSTA and the District have agreed to form a subcommittee of bargaining unit members and administrators to develop a mutually-agreeable instrument to be used as a new evaluation tool. Our current evaluation process for classroom teachers is based on the California Standards for the Teaching Profession. Based upon the District's established standards of expected pupil achievement at each grade level in each area of study, the District evaluates and assesses teachers as it relates to: the progress of pupils towards the established standards, the instructional techniques and strategies used, and adherence to curricular objectives. Teachers collaborate with administrators throughout the evaluation process and have an opportunity to respond to the assessments. All evaluations are written, the results of which are reviewed with the teacher.	● Weekly classroom visits by administration ● Open door policies for staff with administration ● Written evaluation with employee input

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
The APEX staff are trained prior to the beginning of the school year, however staff would like additional training. APEX team has developed cohesive guidelines for the program. School has dedicated two full class sections to serve APEX students with a certificated teacher. School staff and administration continues the conversation on how to best serve students participating in the program.	● Guidelines letter ● Two APEX sections ● Communication between APEX teacher and parents and counselors

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Our 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. This process includes site input, which is gathered through staff meetings, collaboration meetings, and department chairs meetings, as well as the input through our Site Council and student advisory groups. Several members of our 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. Our 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. We have worked diligently to align our SPSA with our WASC goals and the district LCAP's goals and have made great progress in this regard. We 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. Our site budget is allocated based on our student enrollment and has been cut significantly in recent years due to the budget crisis	● Creation of new wellness center ● Creation of two new support classes after school start to address identified need ● New intervention specialist ● Two new College Readiness Block Grant (CRBG) coordinators (stipend) for district to develop and implement new college and career workshops/ classes/ field trips/assessments ● Transition services for IEP eligible students including workability, TPP, agency linkages etc

at both the state and local level. Our district has suffered a dramatic decline in overall student enrollment in recent years, which has necessitated doing more with much less. The site budget is allocated to departments and other programs and needs in a transparent way and based, in part, on student enrollment in each department. The passage of Measure B (our local $47 million school bond) will provide significant assistance with facilities needs, thereby freeing up more resources for other needs at each school site within the general budget. Our district also recognizes the need to maximize resources to the greatest extent possible and have implemented a number of ways of achieving this, including district-wide textbook adoptions and a movement toward the adoption of a common bell schedule between the two comprehensive sites, so that students are able to take advantage of all opportunities, such as the Auto Mechanics program only offered at Nevada Union High School. We also hope to develop a distance learning model that would allow students to take courses offered at other district sites remotely.	

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
All purchasing goes through an approval process allowing a check and balance system to ensure budgets are being maintained, desired items fit within the LCAP requirements, and the understanding the need for the desired items/equipment/training/field trip etc. Our district maintains a thorough, comprehensive process for reimbursement, purchase orders, and other expenses. Our site Principal's Secretary does an excellent job of assisting our staff in following all protocols and procedures in accordance with district policies. Updated ticket sales procedure to an online ticketing program that ensures every ticket is documented, receipts produced, and information stored for future reference. Information collected is permanent and cannot be doctored (protection against mishandling).	● Continuing discussions between school administration and district office ● Samples of reimbursement and purchase order documents ● Ticket Roar documentation

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Bear River is an aesthetically pleasing and well maintained campus. It is an inviting facility for both the staff and students, as well as the surrounding community. The pool, theater, library, some classrooms, etc. are available for use by community members; therefore we remain a central hub for South County. The overall appearance and level of maintenance is appealing,lending itself to ongoing student learning. The grounds and foliage create a park-like atmosphere making it a campus that `no one ever wants to leave. Resources are allocated based on need. That being said, we are a 30+ year old facility and normal wear and tear have occurred. The passing of Measure B is one way our community acknowledges the value of our campus and the need to maintain it. The installation of a state of the art security camera system aids in providing safety measures for all constituents. A new bell system was installed this past summer that includes updated emergency alerts. A new hvac system is projected for installation in 2019. We currently have one of the few gyms in our league that does not have any air conditioning and given our high temperatures during several months of the year, this has been an ongoing health and safety concern. Additionally, a new track is slated to be constructed in 2019 that will allow us to hold home track meets again for the first time in many years. The Bear River campus is over 30 years old, and thanks to the measure B funding we are now preparing to come into compliance with all IDEA regulations regarding handicap access.	• Measure B is providing necessary updates and improvements to facilities • Administration organizes regular safety drills including lockdown, earthquake, fire and shelter in place • Policies and procedures are reviewed and critiqued annually • On site campus security and School Resource Officer (SRO) • Countywide safety liaison • Site and district monthly collaboration with local law enforcement and service/public agencies (CAUSSS) • New security cameras

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and*

laboratory materials for instruction including online.

Findings	Supporting Evidence
Site budgets are negotiated by administration and district office. Considerations of size, need, personnel and programs are factored into the final budget. Technology needs are continually being readdressed as our programs evolve. With the introduction of one to one student Chromebooks, new needs were identified and additional staff training provided to accommodate the changing needs. The district curriculum committee has implemented new procedures for identifying the needs for new materials, books and technology. New books in addition to new curriculum must pass multiple sites criteria before facing approval process. All new and revised/updated curriculum including online learning materials must be vetted through the district curriculum committee (DCC). Staff present ideas for new courses to their site departments and create proposals that describe in depth the course ideals, units, materials/books utilized, major assignments/projects and California Content Standards addressed. When the proposal has been finalized, it is presented for discussion at the site department chairs for approval. After site and administration sign off, the DCC site representative then presents the course for review and discussion at the monthly district-wide DCC meeting. Courses may be approved or tabled until any concerns are revised. One approved, courses are assigned courses numbers and if A-G, submitted to the UC (University of California) course management portal for approval. The LCAP mandates .6 librarian at the school site, as students at Bear River benefit from the support of our library staffing. The librarian goes above and beyond to bring relevant learning opportunities to all students, including special education, EL, low-income, and foster youth students. The librarian supports club activities and supports teachers with resources, instruction, and enrichment activities. The librarian strives to meet the AASL standards for 21st century learning, and to create an environment that fosters community and collaboration between students. Library policy written on site to provide best access to students and staff, and all library made purchasing decisions are	● .4 certificated Library Media Specialist ● Printed books and ebooks in Math and world language, Reading Ally ● One-to-one chromebooks for all students ● Onsite technology specialist ● Two representatives on the District Curriculum Committee ● .4 onsite Tech TOSA ● District Tech TOSA support ● District Textbook adoption process. ● KBOX ● A-G Approval

made by the certificated librarian in order to best meet the educational and recreational reading needs of the students and staff.	

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Bear River continually seeks the most qualified candidates for new and open positions. Background evaluations and feedback are used to screen initial applicants. The interview process is rigorous and involves numerous stakeholders. A group evaluation process is used to determine the best candidate. Staff members are deeply involved in all decisions and are continually trained in the most current curriculum and educational technology practices. There are numerous opportunities to advance best practices through professional development, conferences, assistance from TOSAs etc. All staff members are supported and encouraged to advance their knowledge and skills through the availability of online and face to face professional development opportunities. Staff members are supported in their efforts to pursue advanced degrees through salary incentives, summer programs, internships, and a variety of professional development options.	● Admin supported departmental in-service days ● Departments released twice a year for professional development and curriculum development ● TOSAs ● 6 hours of floating PD ● District supported classified to teacher program ● College Readiness Grant Coordinators at comprehensive sites

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Countywide annual meetings and monthly site councils provided input and direction for priorities. Our 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. This	● Two FT counselors at BR site ● TOSAs ● Creation of two new support classes after school start to address identified

process includes site input, which is gathered through staff meetings, collaboration meetings, and department chairs meetings, as well as the input through our Site Council and student advisory groups. Several members of our 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. Our 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 reevaluates the input that is gathered through comprehensive parent, staff, and student surveys, which are conducted annually. We have worked diligently to align our SPSA with our WASC goals and the district LCAP's goals and have made great progress in this regard. We 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.	needs ● Creation of new wellness center ● New intervention specialist ● Two new CRBG coordinators (stipend) for district to develop and implement new college and career workshops/ classes/field trips/ assessments ● RY

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

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, we added an intervention specialist, full time school psychologist, a Wellness Center, Core value acknowledgements and incentives, and revamped our Bruin Time remediation offerings.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Dedicated and highly qualified staff
2. Strong communication with all stakeholders
3. Integral Core Values
4. Involved parents and community
5. Clear vision for student success
6. Clear mission statement
7. Progressive and innovative approaches to solving collegial challenges

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. Allocation of funding for more student supports, particularly wellness staffing
2. Increased academic diligence; particularly in honors and AP and offerings
3. Increased training/updating of UDL's
4. Increased subject integration opportunities
5. Continued updating of facilities
6. Improved online learning opportunities
7. Increased development of CTE programs
8. Increased alignment of STEAM pathways

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students*.

Findings	Supporting Evidence
With input from the entire staff, the Intervention Team developed a MTSS pyramid for academic, behavior, and mental health interventions. This guides staff to determine appropriate steps to ensure that interventions match students' needs. Staff will be trained in UDL(Universal Design Learning) and DI(Direct Instruction) in the Spring to ensure all students are given equal access to core curriculum and improve instructional practices. This will include the use of technology to enhance and/or give access to all students to show learning. Students enrolled for peer tutoring courses attended weekly trainings by the Intervention Specialist for the first quarter to ensure that they were prepared to support students in core classes. These students were also assigned to one Bruin Time tutoring session per week. As a school, Bear River identified the ongoing need for curriculum intervention and developed and hired an intervention specialist. In addition, we have continued to evaluate the effectiveness of Bruin Time study periods. The Intervention Specialist is attending trainings on UDL and MTSS to help support teachers and students.	• MTSS Pyramid • Analyze the D and F list for reductions and focus on graduation rates, standardized test scores etc. • Analyze attendance trends • Analyze benchmark exam results, CAASPP results and AP scores for improvement. • Peer tutoring trainings • Focus on department collaboration and test results to determine the effectiveness of curriculum delivery. • Disaggregate data and results to see strengths and weaknesses of various lesson plans • Bruin Time

As a result of changing the school start time, there was a need for before school tutoring (after-school tutoring already available) to provide opportunities for students involved in after school activities or those that ride the bus to get needed assistance. At the quarter, a 9th grade math support class (Academic Foundations for Support) was added to address the students failing. The course is designed to aid students in organizational, executive functioning, and math skills so that they have the opportunity to be more successful in the math course and to remain on track for future math courses. Students are regularly evaluated for shifts in Bruin Times to meet their current academic needs. Individual departments recognized and researched the need for more student-driven curriculum such as CPM in math, ERWC in English, analysis and evaluation strategies in Social Science. The curriculum emphasizes critical thinking skills, analysis, evaluation and higher level thinking skills as opposed to straight memorization. CPM Math focuses on real-life applications and student-driven problem-solving. ERWC English uses a variety of real-world applications that help prepare students for career, college and citizenship. Instructors and departments continue to research and implement various standards-based curriculum to focus on a more consistent curriculum delivery. Staff members utilize collaboration and professional development to coordinate curriculum. Formative assessments are used to determine best practices and weaknesses in lesson delivery and curriculum. Teachers attend conferences such as the National Council of Social Sciences to develop standards-based curriculum. Continue to search for and research best practices from a variety of resources. Coordinate common assessments and learning from other teachers both in the district and around the country.	remediation, study hall, and enrichment ● Before and after-school tutoring ● Reconnecting Youth ● Intervention Team Meetings

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or*

national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
The syllabi of all core academic classes have been examined and the curriculum is designed to prepare all students for the academic rigor of the "a-g" coursework. The curriculum for each course meets the state and national standards. All curriculum is vetted and approved through the district curriculum committee and all A-G courses are submitted/approved through the UC articulation process. In the science department, each course is created to meet the NGSS standards. The AP offerings include Environmental Science, Chemistry, and Biology. These classes fulfill the "d" requirement for UC and CSU admission. These classes include a lab component. Integrated Science I and II meet the "g" requirement and also meet the district graduation requirements. The English department has adopted ERWC (Expository Reading and Writing Course) for seniors. This class is designed to prepare all students for writing at the college level. We offer AP Literature and Composition in addition to the ERWC English 4 classes. The course work in all English classes meet the Common Core standards. The Bear River math department has adopted the Integrated Math curriculum for all levels of math. Research has indicated this curriculum not only improves overall learning but also prepares students for college level mathematics. The Social Science Department offers both college prep and AP coursework, in addition to satisfying school graduation requirements. The Agriculture department includes an opportunity for students to be career ready in the areas of Ag Mechanics, Ag. Communications (leadership and public speaking component), and Ag. Science I through IV. Ag. Mechanics provides students the experience and knowledge to be career ready in the fields of welding, sheet metal, plumbing, masonry, electrical, and construction. Students enrolled in Ag. Construction enhance their math skills by using formulas in real life situations.	● Student access to "a-g" approved courses ● Chromebooks ● Addition of the Intervention Specialist ● Professional Development opportunities in a content area subjects ● Master Schedule ● Course catalogue ● Counselors meet with students to monitor progress in "a-g" classes ● AP course offerings ● Agriculture Department Course Offerings ● DCC curriculum overview ● UC articulation for A-G courses

Environmental horticulture emphasizes the development of sustainable fertilizers, mulches, and ground covers.
Students in Special Education are supported in general education classes by co-taught classes and added paraprofessional support in the classroom. Students are also provided extra opportunities for tutoring in the Supported Studies classes.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Bear River offers APEX classes for credit recovery and enrichment classes. The APEX coursework are pre-accredited by educational, athletic and post-secondary institutions. The core academic courses offered meet the "a-g" requirements and provide the opportunity for students to take additional classes not offered at Bear River. Students are able to access the classes off campus providing them with the opportunity to work at their own pace and complete more credits per school year.	- APEX curriculum - Chromebooks - AP Computer Science A - CodeHS - A-G approval

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All teachers in core academic areas develop and present lessons that address the California State academic standards, Common Core, and NTSS. Career and Technical Education (CTE) pathways provide students with additional educational opportunities. In the Bear River Agriculture Department students can access a wide variety of classes that prepare them for post high school life. The curriculum includes Ag Mechanics, Ag Communications, Horticulture, Ag Biology, Ag Science, Ag Construction/Woodworking. The Ag pathway provides numerous opportunities for	- FFA - Career Center 4 year academic plan - Counselor support - WorkAbility - Individual career counseling - College and Career center - Ag Department Coursework - Computer Department Course Offerings

vocational, career skills and internships for students to develop specific career-readiness abilities. _____ Additional CTE courses are provided through the Computer Science department. These include Frosh Tech, Exploring Computer Science, AP Computer Science Principles, AP Computer Science A (coding and JAVA). Extra curricular activities include: Girls Who Code, STEM Club, and Odyssey of the Mind. Seniors are required to complete and extensive career exploration and research project. Upon completion, students are required to present their finished product to a panel of staff and community members. Students in the Special Education department are provided post high school training and education through the WorkAbility grant. They participate in subsidized employment, job shadowing, interview prep, and internship opportunities.	● Extra Curricular Activities ● Senior Project

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
The English and Social Science departments have created lessons that reinforce writing skills and aim to increase literacy skills. The Common Core writing standards are addressed in both classes. Math and Science classes have adopted a CPM curriculum which raised literacy skills through inquiry, analysis, and evaluation of the math process. Khan Academy, DESMOS, and other online programs are used to supplement the core curriculum and offer means for students to access multiple	● Common Core Standards ● Professional Development activities ● CPM ● Literacy Training ● School-wide Close Reading strategies ● Standards based lessons ● Collaboration ● Reconnecting Youth

explanations or tools for learning. Foreign language and art have collaborated on numerous activities to make engagement more meaningful across disciplines. As a community (staff and student input), BRHS has adopted the Core Values (Grit, Empathy, Community, Intellectual & Creative Curiosity, Integrity) across disciplines. These are discussed, reinforced, and celebrated across the campus. Prior to the Core Values, BRHS had a Sources of Strength program. Staff has participated in numerous literacy trainings that involve increased awareness and provide skills needed to ensure that our students obtain enhanced literacy skills. Any new and revised/updated curriculum must be vetted through the district curriculum committee (DCC). The DCC consists of members from each site and all disciplines. Chosen from the site department chairs, members serve for 2 years. Input on all courses by the disciplines help create an integrated collaborative environment. Proposals for new courses describe in depth the course ideals, units, materials/books utilized, major assignments/projects and California Content Standards addressed. The proposals are then presented for discussion at the site department chairs for approval. Courses may be approved or tabled until concerns are revised at the site level and again at the district level.	• Sources of Strength • Core Values • DCC meeting minutes

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Articulation begins at the feeder schools with counselor presentations in the seventh grade on college and careers. Students are given information on the various pathways and the necessary options to get there. In eighth grade, counselors again do presentations with specific information on graduation and	• FFA • Leadership • 4 Year Plan • Statistical analysis of post graduation

college requirements. We distribute hard copy course bulletins that describe courses, credits, graduation requirements, college requirements and sample four year plans. All information is also accessible on the BRHS website. Continuing articulation moves to the local community colleges, universities and the University of California course approvals. Working with staff from these institutions, we regularly provide programs and workshops designed to assist both students and parents in making the best post secondary decision that is right for them. This year, we have instituted both EAP math and ERWC, Sierra College/Sacramento State CSU created/collaborated courses. These courses were designed specifically to assist students with the basic math, reading and writing skills necessary to be successful at college. While we have initial student provided feedback on their post-secondary plans, we feel we have a void in our ability to track student college and career choices after they have graduated. We are currently discussing ideas and options for programs that will assist us in our ability to successfully maintain contact and statics with former graduates.

The Agriculture Department sends flyers and brochures to feeder schools informing incoming students about the opportunities that exist in the Ag. Department. Ag, Mechanics class has articulation agreements with both Butte and Sierra Community Colleges.

The Music Department travels to the local middle school to invite students to play with the band and encourage the students to enroll in the music program.

The Math Department collaborates with feeder schools to determine proper placement for all incoming freshmen. Numerous assessments and teacher recommendations are used in a comprehensive evaluation process.

The theater arts regularly reach out to feeder schools by inviting them to attend free performances or by travelling to the schools to provide entertaining performance assemblies. The theatre arts also reaches out to technical theatre and performing arts colleges across the nation to ensure that teachings are meeting or exceeding current day expectations for students interested in pursuing a career in the performing arts. Colleges whose standards are researched and help form the curriculum of the

pathways, schools, military service etc.
- IEPs

performing arts students include (but are not limited to) Emerson College, Wagner University, Full Sail University, Fullerton State University, and California Institute of the Arts. Transition meetings are held for incoming 9th grade students with an IEP. Teams are made-up of both feeder and high school staff. Students receiving Special Education services are tracked one year beyond high school. If involved in the DOR-TPP program, students may be tracked up to the age of 22.	

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Bear River High School provides a full range of college and career course work that is designed to prepare students for a range of post high school options. From 'a-g' courses to AP Courses to CTE courses, Bear River prepares students to pursue their post high plan. All curriculum is clearly defined as meeting college preparatory standards or not, and students have one on one opportunities to meet with counselors to clarify. The counseling department has an open door policy and is happy to meet with parents to discuss and concerns or plans. Counselors meet with all grade levels to discuss and explore their options. Beginning in freshman year, students use Career	• AP Coursework • Senior Project and Digital Handbook • 4 Year Plan in Ag. • College Night • FAFSA • CTE • Career Cruising • College Visits • College Field Trips • Military Visits • ASVAB administration

Cruising to explore possible careers using interest inventories, and establish a four year plan that includes necessary college preparations. Follow up presentations in classrooms and the career center hone in on more specific interests, skills and abilities exposing them to more opportunities based on their input and needs. We are fortunate to have a College and Career Center available to us, but many years ago due to budget cuts, we lost the career technician that arranged career fairs and more intensive career exploration. It is our hopes that this position/opportunity would be included in a future LCAP for consideration. Currently we have a volunteer that assists with specialized interviewing workshops, and are developing a program for Counseling Peer Tutors whose main functions will be assisting in reaching out to college bound students in our workshops. The Counseling department provides students the opportunity to meet with a wide range of college representatives. Students are able to learn about the many different educational options available at the different colleges and universities. Counselors also attend events hosted by universities and bring back valuable insight into the various programs and the requirements needed for admission. The Special Education Department focuses on career/college/work as part of the IEP process through the transition plan. Each student is given a range of readiness assessments, personality profiles, skills assessments, workshops for real-world documents, and opportunities for employment with varying levels of participation through the WorkAbility grant.	● Counselor classroom visits at each grade level ● Counselor Bruin Time offerings -- college/career exploration, etc. ● Remind 101 ● College workshops for students and parents

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence

All students have access to a wide variety of classes that implement state standards across the curriculum. Numerous CTE and traditional curriculum addresses real-life skills using project-based activities. Bear River offers courses in Horticulture, Ag Mechanics, Ag Science to guide our students directly into fields of individual interest. Student publications offer journalism, yearbook and video technology courses that are current and develop real-life skills. Our computer science department offers classes in AP Computer Principles and AP Computers which emphasizes coding, software and hardware applications.

Bear River continues to find ways to expand our AP and CTE offerings and pathways. Bear River offers a wide variety of Advanced Placement and Honors courses that provide rigorous content. Those offerings include AP Biology, Chemistry, Physics, English, U.S. History, Government, Spanish, Calculus, and two classes in Computer Science. We have honors courses in history and English. We have recently progressed through a thorough increase in our CTE courses as listed above.

Students have numerous opportunities to interact with counselors and advisers regarding their educational pathway.

Students are continually prepared for advancement through each subject area in an organized manner.

Advisement is given to teachers by the Intervention Specialist about strategies and supports that would aid students in accessing the core curriculum with UDL, PBIS, and best practice strategies.

Special Education courses are aligned to common core standards are are designed to meet students needs based on assessment. Special Education teachers are supporting students in general education classes to support least restrictive environment and ensure that students have access to the core.

 During their senior year, all students are required to perform an intensive career exploration through our senior project graduation requirement. This is designed to allow students to more extensively explore the career of their choice. Included in the project is hands-on experience through internships

- Course Preview Day
- AP Coursework
- APEX classes for enrichment
- Ag Pathway
- Ag Communications
- Course Sequencing
- Integrated Mathematics
- Counselor classroom presentations
- Career Cruising https://public.careercruising.com/en/
- Bruin Time
- Instructional practices to ensure students are prepared for the next, more rigorous, subject matter
- Co-teaching through Special Education
- Senior Project - internship/mentorship possibilities
- Job placement through Special Education

100

(minimum of 20 hours) with professionals within our community. Programs and classes on campus invite professionals throughout the community to guest speak and meet our students. In many cases the professional has the opportunity to interview, evaluate, and/or score our students based on their performance and provide constructive advice on how students can improve on their skills. Many of our programs on campus create these opportunities and most of them provide multiple exposures a year allowing for a large portion of our student population to have exposure to these real world skills. Programs that have their students frequently evaluated by community professionals include (and are not limited to) FFA, Drama and Theatre Arts, Video Production, Journalism, Music (Choral and Band), and Odyssey of the Mind. FFA Career Development Events (CDE's) at various colleges and campuses. These opportunities are sponsored by various High Schools, Junior Colleges, and 4-Year Universities with the goal of providing real world applications catered to specific career areas (30+ different areas of focus).	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
BRHS offers students online APEX courses which meet the 'a-g' requirements. These classes are used for credit recovery as well as enrichment courses (classes that are not offered). Students have access to online and onsite courses through the Sierra College Academic Enrichment program, a free program that enables students to take college courses and receive credits for high school and college. For students that desire taking online courses during the summer they may do that through a variety of programs, however, this is not offered by BRHS.	● APEX ● Sierra College ● A-G approval

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence

Counselors collaborate with students and meet with them 1:1 to discuss their personal learning plan. During this collaboration transcripts are reviewed, career options are discussed and a 4 year plan is developed. Annually, the counselor monitors and educates the students and parents on the student's progress. If further intervention is needed any stakeholder can call a meeting. The Student Study Team and 504 plan provides, students, parents, and school staff an opportunity to evaluate and adjust learning plans to ensure student success. Students in Special Education are provided individualized education plans (IEP). Parents, teachers, case manager, and school psychologist meet annually to review student progress towards meeting their goals and credits towards graduation. Goals are updated quarterly to ensure students are making progress. Intervention team meetings occur weekly to evaluate effectiveness of current programs, discuss student programs, and to work on intervention practices.	● FAFSA guidance ● College and Career Night ● Individual College representatives visit campus ● Scholarship Presentations ● Counselor classroom visits. ● IEPs ● SST notes ● 504 plans ● Site Council ● Intervention Team meetings

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Students participate in ongoing college and career education through a wide variety of means. Starting in the 8th grade BRHS counselors provide comprehensive presentations to all Future Bruins that outline the course requirements to meet college admissions and the various CTE Pathways available to students. Counselors meet 1:1 with all students and discuss their goals for postsecondary and review their transcripts 2x a year to ensure that their transcripts reflect their goal. For students that need assistance with discovering their options, they have access to Career	● Students develop pathways through Career Cruising and counselor guidance. ● Counseling website http://bearriver.njuhsd.com/Counseling/index.html ● College and Career Night / College Fairs ● Counselors and teacher

Cruising. Career Cruising is an online program where students take various inventories. Based on their results, students can explore the recommended careers. Taking it a step further Career Cruising has the ability to link the potential careers to nationwide database of majors, colleges and technical schools. Furthermore, Career Cruising can track student's progress to meet their goals as it links to their transcripts within the SIS.

BRHS participates in a District Wide college and career night / fair. Students have the opportunity to meet various college and career representatives.

Counselors and teachers have ongoing conversations with students regarding postsecondary options. Counselors prepare presentations that are targeted to specific postsecondary topics. IE) A-G Requirements, ASVAB, PSAT, Community College admissions processes.

College and Career Bruintime- Counselors provide lessons in Career Cruising, Application Workshops guest speakers on various postsecondary topics.

Students receiving special education services are tracked post high school for one year as well as offered programs in the district for continued learning based on eligibility. Students involved in DOR-TPP program are tracked until student has successful employment. These students are DOR clients for life and services are available at any time in the future.

CTE courses work collaboratively with local community college to educate students on the process of continuing in that related field. Teachers also provide various opportunities through guest speakers and field trips.

presentations.
- Senior Projects
- IEP Team Transitional Services
- PSAT
- ASVAB
- Bruin Time for College and Career
- College visits
- College / Program Reps.
- College field trips

internships/mentorships through the senior project

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

<div style="background:#8B0000;color:white;padding:4px">Summary (including comments about the critical learner needs)</div>

Bear River High School continues to present all classroom material utilizing a standards-based curriculum in every subject matter. Syllabi are examined and updated on a regular basis to ensure academic rigor and strict adherence to the A-G graduation requirements. Teachers consistently participate in thorough and regular professional development practices and collaborate with department colleagues weekly to ensure coordination of curriculum and best practices. In addition, there has been increased articulation with feeder schools specifically in Math and Science to ensure proper placement.

Bear River has instituted and maintained a MTSS Pyramid of intervention strategy and have created an intervention specialist position to monitor and intervene with all necessary students. We continue to modify and improve our Bruin Time program to work with all qualifying students to help with academic success. We have also instituted a later start time which coincides with a dramatic increase in our before and after school tutoring programs.

There has been a marked increase in student-driven curriculum; most notably our ERWC and CPM programs in English and Match respectively. We continue to add new and dynamic courses in our CTE programs and have an impressive Advanced Placement list of course offerings for a school our size.

Prioritize the strengths and areas for growth for Category B.

<div style="background:#8B0000;color:white;padding:4px">Category B: Standards-based Student Learning: Curriculum: Areas of Strength</div>

1. Bear River employs a rigorous and standards-based curriculum with an ever-increasing variety of student-driven course offerings revolving around vocational, CTE, VPA and agriculture electives combined with advanced placement and college-bound classes.
2. We have implemented a thorough and thoughtful intervention program that utilizes the MTSS Pyramid, an intervention specialist, before and after school tutoring, and Bruin Time to ensure the academic and emotional support of every student.
3. Bear River schedules regular collaboration and professional development between the staff and within departments in order to focus on best practices such as implementation of standards, increased literacy development, research strategies and educational technology.

<div style="background:#8B0000;color:white;padding:4px">Category B: Standards-based Student Learning: Curriculum: Areas of Growth</div>

1. As a smaller high school it is challenging to implement benchmark tests as most teachers are the only instructors of their particular field. Our size can also make it difficult to offer a wide

variety of electives and other course offerings.

2. As a school we are in the middle of the complicated and challenging move towards integrating technology with 1:1 chromebooks for all students. This has posed a new set of obstacles and challenges in the areas of document sharing, attentiveness and determining the most effective ways to deliver curriculum to our students.

3. Bear River lacks a systematic follow-up program to determine the vocational and academic success of our graduates. The information could be used to modify curriculum and course offerings to increase effectiveness.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
As a staff, we have worked diligently to increase the rigor and relevance of our curricular and instructional approach to learning. After a great deal of professional development around the new California State Standards, our teachers and department teams have increased the emphasis on critical thinking, problem solving, collaboration, and communication within the classroom. Increasingly, students are demonstrating their knowledge and skills in varied, engaging ways which reflect their unique perspectives and backgrounds. Our Career Technical Education pathways have expanded significantly in recent years, including new pathways in Computer Science and Digital Media Arts, as well as a new Social Justice course. These courses, along with our nationally-recognized Agriculture programs, embed real-world skills and applications and are focused intently on relevance for college and careers. Many teachers bring guest speakers who are professionals in their fields in to work with students in the classroom. Our students also participate in a great many opportunities beyond the classroom through a wide variety of field trip opportunities, which serve to enrich their educational experiences. As a school community, we have recognized the need to emphasize Intellectual and Creative Curiosity as it relates to learning, based on our concern about students who appear to be motivated by grades more so than learning for its own sake. We have made Intellectual and Creative Curiosity a school-wide Core Value and now recognize and celebrate it in students regularly and in a variety of ways.	• CAASPP scores • SST Meetings • 504 Meetings • Student IEPs • Bruin Times added for struggling students • AP courses added; full access for all interested students • English and Math department uses OARS/Illuminate for collaborative, standards-based assessments • Bruin Time course offerings • Social Justice course 2017/2018 • before/after school tutoring • Screener for reading STAR • Screener for math being researched • Schoology quizzes • Formative Assessment Websites (Quizlet, Quizziz, Kahoot!)

Additionally, as a site team, we strongly emphasize student engagement in the classroom and have increased our focus on strategies related to checking for understanding throughout each lesson. Our principal visits each classroom at least once a week, with a focus on student engagement and student demonstration of understanding and is able to provide meaningful feedback to teachers based on those observations. Our district personnel, including our Educational Technology Teacher on Special Assignment, have provided many professional learning opportunities related to ways in which we can utilize instructional technology tools to increase student engagement and check for understanding in ways that are meaningful for students and teachers.

Our teachers engage in regular collaboration with their department teams to examine student work and make instructional adjustments accordingly. Many departments have begun to utilize the OARS/Illuminate tools for formative assessment purposes and have utilized that student performance data to guide instruction. Our implementation of the new California State Standards is evidenced by increased rigor across the curriculum. As an example, departments have worked to embed literacy skills into all subject areas. These skills include annotation of informational texts, summarizing, and drawing evidence from informational texts to support an argument. Additionally, our Special Education teachers work diligently to provide meaningful, engaging, challenging, relevant learning opportunities for all students. We have also worked to provide opportunities for all students, including students with special needs, to engage in our challenging, rigorous courses and provide the support necessary to ensure their opportunity at success.

Though our staff is highly trained and experienced in instructional strategies and modalities, we also recognize a need to continue to hone our instructional skill set. Our district is engaged in professional learning of the Universal Design for Learning (UDL) strategies and these concepts will be shared with the teachers of the district in our professional development activities in the spring.

Many college-bound students take extra years of science and math after the graduation requirements. Additionally, Math students who are struggling are identified, areas of need are being addressed by pulling students into an additional math support period. The implementation of ERWC for non-AP seniors allows students earning a C or better to be ready for College writing and exempt from admissions testing in English at CSUs. We have also increased

CTE course offerings and developed career pathways in Agriculture and Computer Science. Current 9th grade class is being monitored due to increase in non-grads from 8th grade. Students have been identified and have a Bruin Time once per week with intervention team members. A reading screener has been adopted by staff for 9th graders to better identify struggling readers. A Math screener is being researched by Intervention Specialist for implementation next year. Teachers communicate with counselors and administrators to identify students requiring additional support. Student study team meetings (SST) are held before and after school and are well attended by staff members.	

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
APEX courses are offered to students to make up missing credits. This question needs to be discussed by past and present APEX teachers. Clear dates for beginning of semester and due dates can be set by instructor. In Frosh Tech, students are required to complete the entire Typing.com suite by the end of the semester. Students are responsible for meeting this deadline on their own on top of daily assignments. In Frosh Tech, students work at their own pace in CodeCademy in order to learn basic computer science principles. This is completely online and students can do this coursework at any time. English department has access to online grammar instruction, NoRedInk, and has divided up the categories and lesson between the four grades. Students work at their own pace and are evaluated at the end of each unit on their mastery of a topic.	● APEX courses ● Typing.com ● CodeAcadedmy.com ● NoRedInk.com

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Standards and expectations are introduced to students in middle	● Link to syllabuses

school presentations by the counselors. The concept of passing courses for credit and accruing credit for graduation is an ongoing conversation throughout the student's high school experience. It is posted online, on four year plans, in the course bulletin, and in every class course selection presentation. The differences in the requirements for graduation and college are particularly stressed at course preview day and the actual course selection. Every course has a syllabus and is shared with students and parents and on record with administration. Most teachers post their syllabi on either a personal website, on Schoology, and/or on Bear River's website.

The NJUHSD has a standard grade scale. At Bear River, although a D is passing, students know that a D/F in a course will place them in a Bruin Time remediation for that course, and an F in a core subject will need to be repeated. Prerequisites aid in the placement of students in various classes. For example, Students are aware that not only must they must pass Integrated I in order to graduate but also to move to Integrated II.

In CTE courses, students have projects to produce. Many projects have rubrics and students are shown examples of proficient work. *(See Yearbook example)* In many CTE courses, small projects build skills essential to the final product. Students build proficiency and mastery through these projects.

In other core classes like English courses, students have the opportunity to see example essays before attempting to create their own. All English teachers, in all grades, use the TBEAR (topic, background, evidence, analysis, return) paragraph layouts for students to consistently learn to understand structure of paragraphs and essays. The newly implemented ERWC curriculum includes student papers from other schools that represent scores from 1 - 6. Before writing final papers, students examine and analyze these papers to give them an idea of what is necessary for top scores. English teachers also present quarterly benchmarks in OARS/Illuminate assessment and data collection tool on three specific standards-based topics. Topics are chosen by the department as an area of weakness in students and are an area of focus each year. Teachers take release days to go over and analyze impact of benchmarks to inform instruction. Teachers make sure that students are aware of the focus on standards. In AP English and Science courses, released exam questions are answered, reviewed and scored

- D/F list for most recent quarter.
- Link to Art rubric
- Drama exemplars.
- Link to Yearbook example of assignment requirements
- Adoption of ERWC for all seniors not in AP Lit.
- ERWC alignment to state standards

using AP scoring rubrics by students. Common assessments are used in many of the curricular areas. World Languages courses use common assessments for each semester final exam. Math courses use common assessments within each unit as well as common semester final exams. Students are aware that final assessments will be the same regardless of the teacher.	

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Schoology & eSchools (Learning Management Systems) is used by most of the staff. Schoology as an LMS is used for communication, pacing, delivery of classroom assignments and tests, as well as formative assessments and class discussion strategies. eSchools is used primarily as an attendance tracker but can also be used to deliver curriculum. All teachers have a digital projector in the classroom. Many instructors have a document camera in the classroom. All teachers have a chromebook that connects to digital projector. Teachers have numerous opportunities to implement a wide variety of direct instruction to help differentiate instruction for various learning abilities and styles. Students are encouraged to use media (Google Suite) for documents and presentations. Google suite integrates with our LMS to provide an efficient delivery system. Students are required to use current research strategies and sourcing online information for projects and information. Students respond to technology and multimedia instruction in a positive manner. The use of technology and multimedia provides a natural scaffolding for students with a wide range of skills and abilities.	● [1-to-1 Chromebooks](#) established 2016-2017 ● [Schoology](#) training and implementation. ● [Full installation of projectors in all classrooms](#). ● Teachers use technology to differentiate instruction. ● All students are provided with a [Google account upon registration](#). ● Students consistently use [online sources](#) to complete assignments and projects. ● Student interest and engagement in lesson delivered through a multimedia platform.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
All teachers are issued Chromebooks and have training on how to use the Google Suite including weekly technology tips that are emailed to all staff members to assist with maintaining an up-to-date understanding of updates so that they are properly prepared to assist and teach students, which also all have been issued Chromebooks. Professional development opportunities are ongoing through the district technology TOSAs. Schoology is an online tool available for our teachers to use as a tool that allows for maintaining real time classroom information such as assignments, tests, and learning material (i.e. articles, videos, and links) along with additional relevant information as assigned by the teacher. Math curriculum includes an online homework help component as well as tutoring for students who need extra support and help. Projectors are installed in every classroom to allow for a visual multi-media element allowing for students to be able to visually follow along with instruction. Due to the school-wide wireless Internet capabilities, teachers have the ability to be creative in the classroom by using online	● TOSA training hours ● GAFE Summit conference attendance ● Staff and Student issued Chromebooks ● Full-Time IT support on campus

programs (i.e. Kahoot) to create interactive quizzes and games that is specifically geared to finding a fun way of reviewing class material.

Performing Arts now has the ability of wireless operation of sound, lights, and projection to assist students in learning current day technology and to create more capabilities for performances. In addition, these students use hands on learning methods to learn how to utilize technology in order to create new experiences through digital light boards, sound boards, music and video editing programs, troubleshooting, and inventive creation.

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
All teachers are expected to complete 6 hours of technology training per year. Technology TOSA offers courses, helps, and support.	• Guidance for completion of courses, certification through Google and Common Sense Media • Accessibility to a number of live and recorded webinars for professional development.

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers work diligently to engage all students in equitable questioning. Some use emerging educational technology to make sure that all students are being assessed for understanding, such as Flippity or Classcards, while some teachers rely on traditional methods such as utilizing the seating chart to ensure that there is an equitable method for engaging students in class discussions. Teachers utilize coaching strategies to facilitate learning. For example; the chemistry department utilizes Process Oriented Guided Inquiry Learning (POGIL). This technique places the teacher in a coach role and allows students to discuss, collaborate, and revise their understanding. Both science and	• Use of educational technology tools to check for understanding. • Use of traditional methods to check for understanding • Student quick writes • Senior projects • Curriculum based group projects

math courses model problems and then provide time for independent practice, while the math textbook includes online homework help for more independent practice for students. ELA students keep Writer's Journals to record daily thoughts, responses to Quick Writes, questions, and planning for writing prompts and engage in daily independent reading, which is assessed by a variety of strategies such as conferences, AR quizzes, and projects. Some rely on non-didactic techniques to facilitate learning through games, group research, and curriculum based projects. For example, students enrolled in economics might develop a business plan as a group and present the plan and their product to teachers and peers. All seniors participate in a comprehensive senior research project in which they are required to explore a career of their choosing, and participate in their chosen career through job shadowing and internships, culminating in a final presentation to community members and staff. Theater Arts students are required to see a production outside of school to analyze a performance using methods and language learned in class.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
We make every effort to provide opportunities for students to progress in their acquisition of multiple academic and transition (life after high school) skills. Throughout their high school career, students participate in classroom activities that support this idea. For instance, all seniors participate in the senior project, which culminates in an electronic presentation of all the required components. The senior project is based on a career interest and requires the production of an efolio that includes: a college application essay, resume/cover letter, career research pamphlet, mock interview, field-work hours, oral presentation, etc. In theater arts, students create a variety of original scripts, monologues, and presentations. Some of our performing arts courses require prerequisites, as well as an audition to take higher level courses.	• Senior Project • Musical Theater Presentation • Classroom group projects across the curriculum • FFA activities, projects and competitions • Art exhibits • Science labs • Transition activities (SPED) • Final exams • Odyssey of the Mind • Performing Arts

	productions
In agriculture courses, students are given the opportunity to show creative projects and livestock at the Nevada County Fair. They are also able to compete at regional and state competitions showcasing their knowledge and skills.	● Art displays and shows ● Efolio - math applications ● Literacy across the curriculum ● Poetry outloud
In science, students have math prerequisites for both Physics and Chemistry. Students are able to use their acquired math skills as a tool to solve problems in class and in the laboratory.	
Within departments, curriculum is designed to spiral in content and complexity. Skills students learn in introductory courses is built upon in upper level or grade level courses. For example, English teachers scaffold essay writing skills from freshman level writing to seniors level writing. We meet during collaboration to discuss ELA skills necessary and have developed assignments in all departments that support student acquisition of ELA reading and writing skills.	
Our school policy is to give final exams in all academic subjects. Students are given the opportunity to demonstrate knowledge obtained throughout a semester and at the end of the school year.	
Teachers work collaboratively to encourage students to problem solve, gather knowledge, find evidence, create arguments, and present to peers.	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Students conduct individual research of a master photographer from the assignment posted online, and the assignment is reviewed, presented, and graded online. Additionally, all Visual Arts students make a website or blog and keep an online presence throughout their stay at BRHS which they continuously update per assignment and per course. With each new project post, students write a summary of the project. Seniors all complete a Senior Project, which includes a Career Pamphlet Research Project. Seniors choose a career to study for the year, which includes the pamphlet, job shadowing, journal entries, hours of service, a website, and a final presentation of the complete project to members of the	● Senior Project ● Art Student Blogs ● English Research Papers ● All photography & articles on the BRCurrent, viewable at www.BRCurrent.com ●

community. English courses offer a variety of research papers on differing topics	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Increased collaboration and critical thinking is evident schoolwide and several courses have been implemented to specifically assist students in developing these skills. For example, the ERWC curriculum for seniors includes numerous group activities, covering a wide variety of current and relevant topics that students discuss and evaluate. Additionally, the CPM mathematics curriculum stresses group cooperation and makes use of projects to allow students to "discover" concepts. The EAP Senior Math course, created by the California State University system, engages students in the types of reasoning and problem solving activities that will be required of them in college.	- Spanish 2 uses Google Docs to contribute to and share notes on grammar and vocabulary for the entire class. - ERWC course syllabus and sample assignments - EAP Senior Math syllabus and sample assignments - CPM Integrated Math syllabi and sample assignments - Senior Project sample assignments

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

Findings	Supporting Evidence
Our courses and student work samples reflect effective use of technology in attaining learning outcomes and demonstrating proficiency. For example, Visual Arts students use a self-created blog/website that serves as an online portfolio to display photographs/writing of projects for the entire year. The students update these websites on an ongoing basis per completed project. Many of our teachers employ the use of the Learning Management System, Schoology, to share their lessons and related content online, which has become a vital shared resource for staff, students, and families. Our Frosh Tech class is a requirement for all freshmen and provides technology support for 9th grade students, preparing them for the rest of their high school career. Students learn key technology skills in a variety of areas that will serve them throughout their remaining high school courses and beyond.	- Student Chromebooks 1:1 distribution - Sample Schoology course sites - Visual Arts blogs - Visual Arts websites - Student e-portfolios - Frosh Tech syllabus - Frosh Tech student work samples - Photography class project samples - Google Drive student work samples - Teacher website examples

This Frosh Tech course also serves as a foundational Career Technical Education course for our two pathways related to technology applications -- Computer Science and Digital Media Arts. All freshmen are exposed to the skills that are further honed in these pathways, which gives them access to a pathway that may meet their needs and interests. In many of our courses, including our English courses, students use Schoology to turn in papers, Google docs and Google slides for solo or shared documents and presentations. Papers are often turned in through Google, Schoology, and Turnitin can be commented on by teachers and other students.	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students in science classes use text resources beyond the textbook in the form of current event articles, brief videos from TED Ed, and original data from scientific research. In English, teachers use original documents like diary entries, proposed bills and current events.	● Case Studies from the National Center for Case Studies hosted by the University at Buffalo ● Chem. Matters Articles ● Radiolab Podcasts

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
All seniors are required to complete a Senior Project in order to graduate. This project includes a college essay, career research pamphlet, resume, cover letter, job interview with community members, job shadowing, and community service hours. At the end of this full-year project, students then present their experiences with a panel of community members. All senior classes make use speakers from a variety of colleges, technical institutes, and military branches. School and district offers college fairs, financial information nights for parents and students, and visits from a variety of colleges. School field trip to local 2-year college	● Senior Project Description

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Senior Project includes personality evaluation, career exploration, and research of job opportunities, descriptions, and future outlook for job openings, training/education needed for job, and salaries and growth potential.	● Senior Career Research Pamphlet

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Bear River continues to offer a diverse array of courses, including higher level Advanced Placement options. The staff uses many different resources, tools, and texts. Teachers are working together across disciplines to coordinate relevant, real world assignments that engage the students, while maintaining high standards. Technology is emphasized in all areas of instruction. Career Technical Education is flourishing at Bear River with expanded offerings and pathways, including Computer Science, Digital Media Arts and Agriculture. Learning Management Systems 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. Overhead projectors are installed in every classroom to facilitate visual learning and enhance curriculum. All seniors are required to create a strong, culminating project which combines research, writing, presentation, and communication skills, which readies the 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 BruinTime remediation sessions in order to catch up on work and get one-on-one instruction time. 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, all teachers are promoting ELA standards. Teachers collaborate in order to develop common assessments.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Many course offerings. Students are able to take a wide variety of classes and also have the opportunity to challenge themselves in AP courses.
2. Teachers use a variety of materials beyond the textbook, making use of available technology, as well as student computers, to increase offerings for means of learning.
3. Focus on standards with department teams as well as cross-departmental.
4. Students encouraged to use 21st century skills.

5. Career Technical Education has been expanded.
6. Learning Management Systems (Schoology & eSchools) augment instruction across programs.
7. The One-to-one Chromebook program has facilitated more integration of technology with student learning.
8. Digital projectors across all classrooms on campus offer a strong visual tool for instruction. Teachers can show examples in real time to better understanding of curriculum.
9. Senior project is a strong, culminating project for all 12th grade students at the school which combines research, writing, presentation, and communication skills, which readies the students for real-world events such as job interviews and deeper understanding of specific skills.
10. In Frosh Tech, all students learn current technology workflow via Google platforms: Google Docs, Slides, Forms, Sheets, etc.
11. Students are well aware of grade expectations for inclusion in Bruin Time remediation and how to exit that remediation.
12. Counselors meet with all students to develop a 4-year plan for high school.
13. As an entire staff, we have focused on implementing ELA standards in reading and writing across the curriculum.
14. Collaboration time has been spent on developing common assessments in World Language, English, Social Studies, Math and Science courses.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Need to address APEX as a means for credit recovery for students. Is not as effective for low-performing students. Also need smaller classes for this type of intervention to work. The potential is to be off task for less motivated students.
2. Teachers need to be more intentional about making sure all students understand purpose of process and final assessments.
3. Although Schoology is used by most teachers for assignments, instruction, and assessments, many IEP students struggle with the process of finding and submitting assignments.
4. Students are lacking in ability to take time to read and understand assignments before they begin assignment, which results in lower scores. A great need is to foster more independence in students to make sure they know what is expected of them before they begin working. Impulsivity is a challenge for more thorough results.
5. More support and options for non-college-bound students would be beneficial for those particular students who are planning on career path after graduation.
6. There is sometimes pressure for instructional time to give way to other school activities (special events, rallies, team building, etc.). We need to ensure that all students understand the importance of classroom instruction.
7. Instead of utilizing two LMS programs, Bear River should use just one system to standardize the students' learning experience. This change is already in the works; the district has decided to implement Synergy by Edupoint across all schools, with the switch scheduled for January of 2018.
8. Need more support for loaner Chromebooks. Students also are neglectful about charging

Chromebooks, bringing chargers, or being prepared for technology lessons.
9. Staff is not required to exclusively use modern Google programs for instruction. Some teachers may still be using outdated technology, such as Microsoft Word, Excel, etc.
10. The experience, from a student perspective, is focused on grades rather than on mastery of individual standards.
11. The Next Generation Science standards have yet to be fully implemented. There are more standards than can be taught in the district 2 year science requirement.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Bear River High School Staff uses state provided CAASPP scores to determine student growth and areas of need. The staff feels that more emphasis should be placed on using and analyzing the data provided by CAASPP results in an effort to appropriately modify and enhance instruction. The English department has noticed very low scores on listening skills. A concerted effort has been made to limit the number of times that instructions are given. Math and English uses Illuminate, as well as CAASPP practice material for formative assessments to prepare students for CAASPP. The schedule of a student at Bear River High School is determined by placement tests, prior coursework, and student interest. The reading scores of incoming freshmen (from spring in 8th grade) are used to place students in Read 180 and to inform a support plan. (Should this data be used to inform class selection e.g., honors vs regular, etc.?) We have adopted a reading screener this year to determine reading levels of current 9th graders to inform staff for instructional purposes. A math placement test is required at the end of 8th grade and again at the start of 9th. A math screener is being researched for adoption and implementation next year. California fitness test is given in 9th grade and compares the performance to other districts, county and state school.	• STAR reading tests for freshmen (Screener) • Math placement tests for freshmen • California fitness tests • CAASPP • LCAAP steering committee • Intervention Specialist data

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep

district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Each year, our staff analyzes student performance related to a variety of measures, including classroom-based formative and summative assessments, CAASPP results, AP test results, Senior Project outcomes, and many other data measures. From there, we share our student achievement data with other stakeholder groups in a variety of ways. Our Site Council, which is composed of staff, students, and parents, receives regular reports on student achievement results and progress. We also present student achievement data at our annual Town Hall meetings. The district's LCAP Steering Committee, which is composed of students, teachers, classified staff members, administrators, parents, and community partners, also analyzes student achievement data, both from site-specific views as well as a comprehensive district picture. We also study our student achievement results as they compare to the rest of our county and our other local, similar schools. Presentations are given at our Governing Board based on our student performance measures, as well.	- LCAP steering committee - PSAT, ACT, SAT results reported to student portal, disseminated to counselors, and archived in eschools. - CAASPP results are sent to parents and archived in eschools. - Results are reviewed at Site Council. Teachers have access to CAASPP results but currently it is difficult to navigate as scores must be individually retrieved. - ASVAB results are sent to students, discussed with counselors, and archived in eschools. - School profile is updated each year and is posted on website and available at school. - All classes have a Course of Study outlining course and standards alignment approved by District Curriculum Committee.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the

schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Summative and formative assessments are being used to evaluate students' progress on standards and to dictate instruction. Illuminate is being used/will be used to evaluate student learning of specific standards in English and evaluations are being developed for Math. Career Cruising program is available to students to assess their academic readiness for colleges of interest. It allows students to compare their readiness with any school's standards and identify areas of weakness. This program correlates well with the senior project and could (should?) be utilized in the spring of their junior year at the least.	● Illuminate data ● Teacher data ● Schoology submissions ● AET - Ag ● Ag Incentive Grant online recordkeeping system

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Our sole format for online instruction occurs through the delivery of the Apex curriculum, which is utilized primarily for remediation of courses students have previously failed. A small number of students also take Apex Virtual courses for original credit, particularly when those courses are either not offered on our campus or do not fit in the student's schedule. Our Apex teachers receive upfront and ongoing training in the implementation of the program and we have worked as a site team to develop a clear set of guidelines and expectations that are shared between teachers, students, and parents. Apex teachers monitor students engaged in these courses within a classroom setting on our campus during the school day. Teachers only "unlock" the next level of instruction when a student has demonstrated the prerequisite level of mastery from	● Vocabulary and grammar are being graded electronically through Schoology. ● Turnittin.com is used in English classes to check for plagiarism. ● 8th grade and 11th grade CAASPP scores should be used to adjustment curriculum. ● Apex Overview available online

the previous section. Apex teachers grade the assignments that connect to each unit of study and the program itself grades the assessments electronically.	● District Apex protocols and guidelines ● Bear River's guidelines and expectations for Apex classrooms and student success with the program

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Ongoing formative assessment in the form of quick writes, daily warm ups, quizzes, teacher observation, daily homework, daily grammar/vocabulary work. Formative assessments are given prior to the summative assessment to determine weaknesses and areas to be re-emphasized prior the end of the instructional unit. This data is then used to focus instruction on areas of greatest need. Summative assessments in form of unit exams, essays, projects, presentations, oral and written exams. Assessments are given at various times throughout the instruction unit. The frequency is determined by the material and instructor.	● Math-common unit assessments and semester finals ● English-Illuminate Benchmark assessments; math working towards this goal. ● Formative and review quizzes given on schoology. ● Most departments give weekly quizzes

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and*

the schoolwide learner outcomes.

Findings	Supporting Evidence
Some teachers use schoology for online assignments both for formative and summative assessment of student mastery of subject matter. Illuminate is being implemented for deeper ability to disaggregation of data and student results. Agriculture teachers use The AET to track student projects, classes and personal achievements throughout their years in the program and beyond. Online quizzes can provide quick feedback to teachers and students to more effectively determine areas of strengths and weaknesses. Teachers are strategizing ways in which to eliminate document sharing among students. These include students completing their work live in front of the teacher, using draftbacks to see who added words and phrases. Written assignments tend to take longer to grade on schoology then quizzes and tests. There are numerous ways to provide feedback on written assignments on schoology through various comment boxes.	• Schoology.njuhsd.com • Illuminate • Quizzizz.com • NoRedInk.com • Turnitin.com • Quizlet.live • Theaet.com

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers use formative assessments on a daily basis to guide instruction. These assessments come in a variety of forms-- warm ups, group discussions, class conversation, quizzes, surveys, etc. Common summative assessments are used by the math, history and science departments. Teachers are able to discuss these test results and adjust instruction as needed. Several departments	• Common Unit Assessments • Common Semester Assessments • Weekly collaboration time built into schedule

are geographically located in close proximity which allows for quick conversation about curriculum. Furthermore, there is time built into the master schedule to allow for department collaboration. Although there are common assessments in place in some departments and informal discussions occur on a regular basis, there is a need for formal discussion on the results of the assessments in order to adjust instruction.	

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback*.

Findings	Supporting Evidence
Students have opportunities daily to interact with all staff on campus. Teachers and counselors have both group and individual ongoing dialogues with students regarding expectations and responsibilities. Staff have access to multiple ways for assessing student feedback. While counselors may use pre and post tests or conversation, some teachers do an end of year or end of semester survey (anonymous) to evaluate the class and/or their own performance. All teachers have a syllabus with course objectives and expectations that is distributed as hard copy and available on most teacher pages. In the Ag department, the Ag Mechanics teacher does home visits, conducting interviews with student and family. This provides an amazing opportunity to give and receive feedback on programs, teaching methods and curriculum. Counselors meet with all students at least once a year and conduct a comprehensive transcript evaluation based on their individual education goals for postsecondary education. In addition, they conduct many classroom presentations providing ample opportunity for student input. Our Career Center is used for college visits, workshops and advising sessions with groups of students, and available to all students for college/career information. Any workshop presentation or opportunity is highly advertised through; website, bulletin, teachers/staff, signage, media and social media.	• Surveys • Reviews • Syllabus • Home Visits • Bruin Time • Calls/emails home

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Bear River engages key community members at large by inviting them to participate in the Ag Advisory program. They guide the program and help set goals for students and program. 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. School site Site council - review scores from CAASPP, Single Site Plan, LCAP Use of eSchools/Schoology for parents to access and monitor student grades/progress CAASP - posted on school website (school profile)	● Site Council ● School website ● SIS for parent access ● Ag Advisory group ● Senior project ● Open comment at board meetings ● Town hall meetings

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Students who participate in online learning at BRHS have	

access to all the same resources as all members of the school.	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Using OARS (now Illuminate) the Math and English departments meet twice a year after administering benchmark assessments to evaluate for strengths and weaknesses and adjust instruction to meet needs. Both departments have discussion of CAASPP results. Further discussion is desirable for all grade levels in order to refine and guide instruction. All incoming freshmen are assessed in math and reading for placement.	● CAASPP results ● Illuminate/Oars

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Past PD covering curriculum development to align with new state standards has resulted in unit and lesson implementations. PD funds have been made available to attend trainings and conferences supporting new curriculum. ERWC has been implemented at the senior level for English. Math has new integrated course sequence.	● ERWC ● New Common Core aligned math textbooks ● Bruin Time remediations ● Integrated Math/CPM

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Evaluation of the D and F list drive Bruin Time placement and	● High graduation rates

remediation focus. Full time intervention specialist monitors students with multiple D's and F's. Counselors review transcripts thoroughly twice a year and have individual meetings with each student. Areas of improvement--Each department needs to revisit ELO's and common assessments.	● Counselor Transcript Evaluation ● Department Meetings ● District Curriculum Committee Approval Process ● A-G approval process ● Standards Aligned Curriculum ● Illuminate / OARS ● Department trainings for ERWC / EAP ● On-going AP Curriculum Professional Development ● Comprehensive Syllabus

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Bear River High School employs a testing coordinator who ensures that all school-wide testing is done with a process that maintains the integrity of the assessments and is in line with the standards required by the governing body of the test (CAASPP, AP, PreSAT, etc.). All testing materials are kept secure in a locked office. In the classroom teachers maintain integrity by using multiple versions of test / quizzes. Teachers circulate around the classroom to monitor student progress. If testing on a Chromebook, teachers may require students to turn their desks so teachers can see their screens and employ the "lockdown" browser function. When students have test taking accommodations a process is implemented to allow the student their support; while maintaining integrity. Bear River fosters a culture in which a high standard of academic integrity is valued, and delivers appropriate consequences when that standard is not met.	● Locked dedicated testing office / storage ● Multiple versions of tests/quizzes ● Teachers circulate as students test ● Schoology allows for randomized order, timed tests and locked until ready for test ● Lockdown browser linked to Schoology ● Staff are trained on the protocols ● Testing Coordinator ● Consequences for cheating

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Bear River High School continues to utilize a variety of formative and summative assessments in order to place students in correct courses, drive instruction, and guide student college/career choices. In addition, student data is provided to stakeholder groups--site counsel, school board, families, teachers, and students--in order to inform and support. Most departments use common pacing and assessments for units as well as semester assessments. Counselors meet yearly with students to discuss progress and guide planning for post-graduation. Teachers utilize weekly time built into the school schedule for collaboration.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Courses are standards aligned.
2. Common Pacing and common assessments in most departments
3. Teachers use formative assessments and collaboration to guide instruction.
4. Staff uses state provided CAASPP scores to determine student growth and areas of need.
5. Students are aware of expectations; grades and class/school information, are available through schoology, home access, school website etc.
6. Professional Development is encouraged. PD funds have been made available to attend trainings and conferences supporting new standards aligned curriculum.
7. Placement tests, prior coursework, student interest and annual counselor meetings are used to create a schedule and highschool plan for each student.
8. Student achievement data is shared with stakeholder groups in a variety of ways.(Site Council, annual Town Hall meetings, district LCAP Steering Committee, governing board)
9. 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.
10. Math Department is currently in year 4 of implementation of standards aligned integrated math program.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. With CAASPP testing only taking place in 11th grade, a concerted effort needs to be made to monitor student growth year-on-year using multiple other sources linked to standards.
2. Use of Bruin Time to improve communication between students and teachers, particularly with the emphasis on helping students who are falling behind to see and understand what their immediate learning objectives are.
3. AP scores reflect a general decline in particular subject areas; these same students are frequently counted on for various school ventures, often at the expense of their AP classes.
4. Feedback from students on personal progress and areas for improvement.
5. We need to utilize Schoology's (and other tools') assessment analysis capabilities to inform us of students' areas of strength and weakness.
6. Better use of CAASPP scores and tools (including interim assessment tools) to inform progress and areas of strength or weakness.
7. Although there are common assessments in place in most departments and informal discussions occur on a regular basis, there is a need for formal discussion on the results of the assessments in order to adjust instruction.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
We have placed a great deal of emphasis on open and regular communication with our families. We have also increased our level of family engagement with school decision-making processes. Additionally, we have increased our engagement of students in schoolwide decision-making. We are working on developing additional ways to connect with the local community and industry, particularly with regard to our CTE programs. Many of our teachers bring professionals from industry into our classes to assist with the teaching/learning process. Our community has been heavily involved with our Senior Projects for many years. Our campus is a community campus and is used daily by community groups in a variety of ways. Students and staff helped develop the Core Values and are implementing school-wide (Grit, Community, Integrity, Intellectual & Creative Curiosity, Empathy). Staff rewards students with raffle tickets when they are demonstrating these values in or out of the classroom setting,	● Town Hall Meetings ● Facebook, Instagram, Twitter, Snapchat ● Remind Texts ● Weekly School Messenger ● Website ● Site Council ● Parent Club ● Back to School Night ● IEP meetings ● SST/504 ● Conferences ● Core Values Development group ● Core Values Student Advisory group ● Senior Projects ● Transition Program for Special Needs (jobs and vocational) ● On the Town ● BR Current ● Bulletin/Video Bulletin ● Marquee

	● Board Meeting attendance ● Guest Speakers ● Fall Festival ● 8th grade parent night ● LCAP Steering Committee ● Choir/Theater Productions ● Community Campus -facilities open to public ● Counselors' visits to feeder schools

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Many of our teachers actively seek the engagement of business representatives and other professionals within their classes, particularly in our CTE programs (Digital Media Arts, Ag, Computer Science, etc.). Several of our teachers/programs engage students on field trips that connect with local industries and higher-education opportunities. Our community is extensively involved in our Senior Project and Mock Job Interview evaluation processes. We recognize that we need to increase our engagement with local business and community resources. With the loss of student access to the ROP vocational program, we need to create these opportunities for students to connect to local job experience opportunities.	● Senior Project panelists ● Court Visitation ● Guest Speakers ● Transition Services in special education ● Career Cruising ● Mock Interviews ● FFA ● Community Service Clubs (Lions, PALS) ● Guide Dog Program ● Recycling Program ● Hosted community meeting to "Fix 49"

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
We have employed many policies and procedures that emphasize all aspects of safety including emergency preparedness, internet safety, bullying, drug and alcohol education and prevention, and comprehensive health education. Within the past year, we have engaged in a collaborative process to develop our Core Values, which serve as the foundation for everything we do. Students are actively engaged in the defining, implementing, teaching, modeling, and celebrating of our Core Values. Our freshman Health and Tech classes are utilized as a platform for our educational foundation in the teaching of safety-related concepts and expectations.	- Cameras - Technology-use Agreement - Red Ribbon Week - Cyber Education Week - Stressing Core Values - Emergency Drill Practice - School Culture Bruin Time - Breaking Down the Walls - Every 15 Minutes - School Resource Officer - Athletes Committed - Intervention Specialist Role - STARS program - Comprehensive health curriculum - What's Up Wellness mental health screening - Weekly Intervention Committee meetings - Social Justice Class - Reconnecting Youth - Girls' Group - Mindfulness Bruin Time - Bruin Badge awards and Core Values tickets - Healthy Kids Survey - Drug Diversion - Representative on CAG council

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
We have placed a great deal of emphasis on building upon our positive culture and ensuring that all students feel meaningfully engaged, supported, encouraged, and honored for their unique differences. Our newly-developed school wide Core Values serve as the framework for our caring, respectful environment. We have instituted several ways of celebrating individuals, like the Badge of the Bruin Awards and Core Values recognition. Our policies and procedures are clear and consistent and are communicated in numerous ways and frequently.	- Alliance Club (GSA) - Social Justice Class - Native American Club - Breaking Down the Walls - Community Service Clubs - Peer tutors - Bruin Time activities, including enrichment - Reconnecting Youth class - Core Values - Badge of the Bruin - High Five Hallway - Principal's Core Values Advisory - Link Crew - Student Handbook - Admin classroom presentations - Welcome and celebrate foreign exchange students - Spring celebratory rally

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
We have increased the continuity of our communication and collaboration between all stakeholder groups in recent years. Our meetings are focused on our goals and input is garnered from all groups. Our Site Council is very active and our student and parent participation in input-garnering activities and events is very high, relative to our district as a whole. We have particularly emphasized building a trusting environment for our	- Weekly email updates to staff - Teacher nominated staff members of the month - Quarterly "Apple Award" nominated by staff members

staff with an increase in staff social gatherings and support for new teachers. We gather before the start of each school year for a retreat to build upon our goals and strategies for the coming year.	● LCAP Steering Committee ● Buddy system for new teachers ● Pineapple Chart ● Site Council ● Staff meeting collaboration and agendas ● Town Hall meetings ● Lawn Chair Fridays ● Collaboration between special education staff and general education teachers who have students with IEPs ● Department Chair meetings ● LCAP Survey for staff and parents ● Healthy Kids Survey ● Staff Retreats ● Collaboration with feeder schools ● Attendance at Board Meetings ● Senior Project involvement of members of the community

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Our district and site have prioritized student intervention and support and have allocated additional resources to this effort. We now have a full-time Intervention Specialist, who directly supports students, provides support for teachers and staff who are working with students, and coordinates resources. We have also prioritized student mental health support and have increased our counseling services as a result. This year, for the first time, we have a full-time School Psychologist on campus to support our students. While the resources and access to these services has increased, we also recognize that our students' needs are tremendous and even more support is still needed. Our staff is stretched thin by the increasing student needs related to mental health and academic intervention.	- Tutoring - Intervention team - Intervention specialist - Support class (GE) - STARS - ERMHS - Transition services for students with IEPS - Health Clerk - School Nurse - What's up Wellness - Bruin Time - College Visits - Career Cruising - Senior Project - SSTs, 504s, IEPs - Full time School Psychologist - Girls' Group - Drug Diversion

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
All Bear River students who take Apex courses (our online instruction offerings) have full access to the counseling, college preparation, and health services that are provided to every Bear River student.	See above

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Our staff has recognized a greater need to creatively address students' individual learning needs, both in terms of support as	- Read 180 - English extension

well as enrichment. We received the California Gold Ribbon School distinction in 2017 for our Bruin Time program, which tailors instruction, support, and enrichment to individual student needs. We have also expanded our offerings during the school day to address needs that have arisen, including Reconnecting Youth, English Language Learner support, Math Support, Reading Support, and credit recovery. Additionally, students now have the ability to take courses virtually for original credit when those offerings are not made available during our master schedule.	● Pre-Algebra course ● Support Class ● APEX Virtual Learning School ● Special Education Program ● Bruin Time ● Student Enrichment through Sierra College ● RY ● ELD class ● Tutoring ● Peer Tutoring push-in

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
All Bear River students who take Apex courses (our online instruction offerings) have full access to the services that are provided to every incoming Bear River student.	● See above. ● Apex

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Our staff regularly monitors and evaluates student progress in order to respond accordingly. This evaluation process occurs in multiple ways, through our weekly teacher collaboration meetings, weekly Intervention Team meetings, weekly meetings between administrators and counselors, and many other avenues. Our teachers have increased their use of formative assessments and their use of the student achievement data that results from those assessments. Each quarter, every student's academic progress is carefully analyzed in order to ensure that they receive necessary support through Bruin Time. Our teachers have been trained in the Professional Learning	● Progress grades ● Bruin Time ● SST process ● SE Evaluation ● Schoology/Home Access ● Screeners -STAR Reading test and Illuminate Math and English ● Counselor transcript evaluation ● SE teacher push-in to GE

Communities model and have worked to implement and monitor Essential Learning Outcomes in each course. We have also worked to identify incoming freshmen who struggled in middle school so that we can provide immediate, intensive support upon their transition into high school at Bear River. Our counselors also evaluate every student's transcript and place them in appropriate remediation courses to meet graduation requirements.	● CELDT results ● Distribution of IEP, 504, SST through SIS system ● SE collaboration with GE ● Intervention Specialist collaboration with all staff ● Intervention Team ● Small group support for middle school non-grads

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
All Bear River students who take Apex courses (our online instruction offerings) have full access to the services and supports that are provided to every Bear River student.	● See above.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Our Counselors meet with every student and evaluate their individual graduation plan. Students select their courses based on their plan and our master schedule is developed based on their needs. Students that are identified as needing support in their academic classes are provided with that support to allow them to access the curriculum.	● Before and after school tutoring ● SE students have full access to GE classes with support as needed ● APEX ● Peer tutoring support ● Bruin Time ● Extended learning through Sierra College ● 0 period courses in music ● AP or honors classes

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic*

standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
All students have access to a variety of curricular and co-curricular and a large percentage of our student body participates in such activities. Students drive the curricular and co-curricular programs provided. ASB meets weekly to discuss student involvement.	- Clubs - Athletics - Bruin Time Enrichments - Club Rush - Link Crew - Leadership announcements - Marquee and information boards across campus - School bulletin - Social media - BR Current - Video bulletin - Attendance at school dances, games, and other activities

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
All Bear River students who take Apex courses (our online instruction offerings) have full access to the services and supports that are provided to every Bear River student.	- See above. - Apex

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Our culture is the foundation of everything we do at Bear River. We have placed a great deal of emphasis on many aspects of our culture, including communication, collaboration, celebration, support, enrichment, and an atmosphere of trust and high expectation. We know that our students

needs have increased dramatically in recent years and we need to develop more cohesive systems of intervention and support. This school year, 40 incoming freshmen were 8th grade non-grads, out of a class of 150, which is a much higher rate than in years past. In response, we continue to adapt to their individualized needs and provide supports and services through intervention practices. Including, adding sections to our Master Schedule mid-semester, targeted Bruin Time support and connections to specific staff and link crew.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Valuing student and parent engagement and participation
2. Positive school culture
3. Soliciting input from all stakeholders
4. Communication is thorough and consistent
5. A great deal of emphasis on student support/intervention related to academics, social/emotional needs, etc.
6. Continuing to develop more and more avenues for student engagement
7. Trusting, collaborative, cohesive staff
8. Our school environment is safe, clean, warm, and welcoming (physically and emotionally)
9. Consistent, unbiased application of discipline and expectations
10. Heavy involvement of teachers in extra-curricular activities for students
11. Re-design of Bruin Time to increase student personal and academic growth

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. More local community/industry engagement with our CTE programs
2. Develop a MTSS formal approach to student support
3. Improve/formalize our Link Crew support for freshmen and other new students
4. Develop ways to maintain positive school culture while promoting rigorous academic standards
5. Develop additional ways parents and community members can engage in decision-making processes
6. Connect and grow our relationship with local feeder schools
7. Development of more support classes to help students who are struggling
8. Increase our enrichment opportunities
9. Increase our Peer Tutoring program
10. Connect juniors and seniors in a meaningful way during Bruin Time
11. Increase master schedule offerings

Prioritized Areas of Growth Needs from Categories A through E

Focus Group A: Organization

1. Allocation of funding for more student supports, particularly wellness staffing
2. Increased academic diligence; particularly in honors and AP and offerings
3. Increased training/updating of UDLs
4. Increased subject integration opportunities
5. Continued updating of facilities
6. Improved online learning opportunities
7. Increased development of CTE programs

Focus Group B: Curriculum

1. As a smaller high school it is challenging to implement benchmark tests as most teachers are the only instructors of their particular field. Our size can also make it difficult to offer a wide variety of electives and other course offerings.
2. As a school we are in the middle of the complicated and challenging move towards integrating technology with 1:1 chromebooks for all students. This has posed a new set of obstacles and challenges in the areas of document sharing, attentiveness and determining the most effective ways to deliver curriculum to our students.
3. Bear River lacks a systematic follow-up program to determine the vocational and academic success of our graduates. The information could be used to modify curriculum and course offerings to increase effectiveness.

Focus Group C: Instruction

1. Need to address APEX as a means for credit recovery for students. Is not as effective for low-performing students. Also need smaller classes for this type of intervention to work. The potential is to be off task for less motivated students.
2. Teachers need to be more intentional about making sure all students understand purpose of process and final assessments.
3. Although Schoology is used by most teachers for assignments, instruction, and assessments, many IEP students struggle with the process of finding and submitting assignments.
4. Students are lacking in ability to take time to read and understand assignments before they begin assignment, which results in lower scores. A great need is to foster more independence in students to make sure they know what is expected of them before they begin working. Impulsivity is a challenge for more thorough results.
5. More support and options for non-college-bound students would be beneficial for those particular students who are planning on career path after graduation.
6. There is sometimes pressure for instructional time to give way to other school activities (special events, rallies, team building, etc.). We need to ensure that all students understand the importance of classroom instruction.
7. Instead of utilizing two LMS programs, Bear River should use just one system to standardize the students' learning experience. This change is already in the works; the district has decided to implement Synergy by Edupoint across all schools, with the switch scheduled for January of 2018.
8. Need more support for loaner Chromebooks. Students also are neglectful about charging Chromebooks, bringing chargers, or being prepared for technology lessons.
9. Staff is not required to exclusively use modern Google programs for instruction. Some

teachers may still be using outdated technology, such as Microsoft Word, Excel, etc.

10. The experience, from a student perspective, is focused on grades rather than on mastery of individual standards.
11. The Next Generation Science standards have yet to be fully implemented. There are more standards than can be taught in the district 2 year science requirement.

Focus Group D: Assessment

1. With CAASPP testing only taking place in 11th grade, a concerted effort needs to be made to monitor student growth year-on-year using multiple other sources linked to standards.
2. Use of Bruin Time to improve communication between students and teachers, particularly with the emphasis on helping students who are falling behind to see and understand what their immediate learning objectives are.
3. AP scores reflect a general decline in particular subject areas; these same students are frequently counted on for various school ventures, often at the expense of their AP classes.
4. Feedback from students on personal progress and areas for improvement.
5. We need to utilize Schoology's (and other tools') assessment analysis capabilities to inform us of students' areas of strength and weakness.
6. Better use of CAASPP scores and tools (including interim assessment tools) to inform progress and areas of strength or weakness.
7. Although there are common assessments in place in most departments and informal discussions occur on a regular basis, there is a need for formal discussion on the results of the assessments in order to adjust instruction.

Focus Group E: Culture

1. More local community/industry engagement with our CTE programs
2. Develop a MTSS formal approach to student support
3. Improve/formalize our Link Crew support for freshmen and other new students
4. Develop ways to maintain positive school culture while promoting rigorous academic standards
5. Develop additional ways parents and community members can engage in decision-making processes
6. Connect and grow our relationship with local feeder schools
7. Development of more support classes to help students who are struggling
8. Increase our enrichment opportunities
9. Increase our Peer Tutoring program
10. Connect juniors and seniors in a meaningful way during Bruin Time
11. Increase master schedule offerings

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

1. Review of Chapter II on the summary of the data implications, the preliminary critical student learning needs, and the Focus Group summaries.

Identification of preliminary critical student learning needs (from Chapter II, part F)

a. Students needs to feel supported, held to high expectations, and that they have caring relationships with adults on campus.

b. Students are coming to Bear River with far more trauma and family/personal issues than in years past. Staff needs additional training in understanding where students are coming from so they can tap into their needs and motivation. For example, training in Social Emotional Learning and Trauma-Informed Teaching help staff meet students where they are.

c. Students, within the past couple of years, are coming to Bear River from many feeder schools beyond our primary feeder, Magnolia. This reality means that the students who are new to this peer group need more assistance with connecting socially with their peers (example: Link Crew).

d. Students need stronger analytical skills to perform well on exams

e. Students need stronger writing skills to perform well on exam

f. Students need better process of deciding whether or not they are prepared for this type of examination

g. Students NEED to know the implications of the rigor that AP courses demand.

h. There should be hard and fast requirements for enrollment in AP classes.

Focus Group summaries (from Chapter III, parts A - E)

> **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, we added an intervention specialist, full time school psychologist, a Wellness Center, Core value acknowledgements and incentives, and revamped our Bruin Time remediation offerings.

Category B. Standards-based Student Learning: Curriculum -

Summary: Bear River High School continues to present all classroom material utilizing a standards-based curriculum in every subject matter. Syllabi are examined and updated on a regular basis to ensure academic rigor and strict adherence to the A-G graduation requirements. Teachers consistently participate in thorough and regular professional development practices and collaborate with department colleagues weekly to ensure coordination of curriculum and best practices. In addition, there has been increased articulation with feeder schools specifically in Math and Science to ensure proper placement.

Bear River has instituted and maintained an MTSS Pyramid of intervention strategy and have created an intervention specialist position to monitor and intervene with all necessary students. We continue to modify and improve our Bruin Time program to work with all qualifying students to help with academic success. We have also instituted a later start time which coincides with a dramatic increase in our before and after school tutoring programs.

There has been a marked increase in student-driven curriculum; most notably our ERWC and CPM programs in English and Math respectively. We continue to add new and dynamic courses in our CTE programs and have an impressive Advanced Placement list of course offerings for a school our size.

Category C. Standards-based Student Learning: Instruction -

Summary: Bear River continues to offer a diverse array of courses, including higher level Advanced Placement options. The staff uses many different resources, tools, and texts. Teachers are working together across disciplines to coordinate relevant, real world assignments that engage the students, while maintaining high standards. Technology is emphasized in all areas of instruction. Career Technical Education is flourishing at Bear River with expanded offerings and pathways, including Computer Science, Digital Media Arts and Agriculture. Learning Management Systems 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. Overhead projectors are installed in every classroom to facilitate visual learning and enhance curriculum. All seniors are required to create a strong, culminating project which combines research, writing, presentation, and communication skills, which readies the 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 BruinTime remediation sessions in order to catch up on

work and get one-on-one instruction time. 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, all teachers are promoting ELA standards. Teachers collaborate in order to develop common assessments.

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

Summary: Bear River High School continues to utilize a variety of formative and summative assessments in order to place students in correct courses, drive instruction, and guide student college/career choices. In addition, student data is provided to stakeholder groups--site counsel, school board, families, teachers, and students--in order to inform and support. Most departments use common pacing and assessments for units as well as semester assessments. Counselors meet yearly with students to discuss progress and guide planning for post-graduation. Teachers utilize weekly time built into the school schedule for collaboration.

Category E. School Culture and Support for Student Personal and Academic Growth -

Summary: Our culture is the foundation of everything we do at Bear River. We have placed a great deal of emphasis on many aspects of our culture, including communication, collaboration, celebration, support, enrichment, and an atmosphere of trust and high expectation. We know that our students needs have increased dramatically in recent years and we need to develop more cohesive systems of intervention and support. This school year, 40 incoming freshmen were 8th grade non-grads, out of a class of 150, which is a much higher rate than in years past. In response, we continue to adapt to their individualized needs and provide supports and services through intervention practices, including adding sections to our Master Schedule mid-semester, targeted Bruin Time support and connections to specific staff and link crew.

2. Generated a matrix of all the strengths and of the prioritized growth areas from each the five categories.

Strengths and Prioritized Growth Areas

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

Strengths:	**Prioritized Growth Areas:**
1. Dedicated and highly qualified staff 2. Strong communication with all stakeholders 3. Integral Core Values 4. Involved parents and community	1. Allocation of funding for more student supports, particularly wellness staffing 2. Increased academic diligence; particularly in honors and AP and offerings

5. Clear vision for student success
6. Clear mission statement
7. Progressive and innovative approaches to solving collegial challenges

3. Increased training/updating of UDL's
4. Increased subject integration opportunities
5. Continued updating of facilities
6. Improved online learning opportunities
7. Increased development of CTE programs

Category B. Standards-based Student Learning: Curriculum

Strengths:

1. Bear River employs a rigorous and standards-based curriculum with an ever-increasing variety of student-driven course offerings revolving around vocational, CTE, VPA and agriculture electives combined with advanced placement and college-bound classes.
2. We have implemented a thorough and thoughtful intervention program that utilizes the MTSS Pyramid, an intervention specialist, before and after school tutoring, and Bruin Time to ensure the academic and emotional support of every student.
3. Bear River schedules regular collaboration and professional development between the staff and within departments in order to focus on best practices such as implementation of standards, increased literacy development, research strategies and educational technology.

Prioritized Growth Areas:

1. As a smaller high school it is challenging to implement benchmark tests as most teachers are the only instructors of their particular field. Our size can also make it difficult to offer a wide variety of electives and other course offerings.
2. As a school we are in the middle of the complicated and challenging move towards integrating technology with 1:1 chromebooks for all students. This has posed a new set of obstacles and challenges in the areas of document sharing, attentiveness and determining the most effective ways to deliver curriculum to our students.
3. Bear River lacks a systematic follow-up program to determine the vocational and academic success of our graduates. The information could be used to modify curriculum and course offerings to increase effectiveness.

Category C. Standards-based Student Learning: Instruction

Strengths:

1. Many course offerings. Students are able to take a wide variety of classes and also have the opportunity to challenge themselves in AP courses.
2. Teachers use a variety of materials

Prioritized Growth Areas:

1. Need to address APEX as a means for credit recovery for students. Is not as effective for low-performing students. Also need smaller classes for this type of intervention to work. The potential is

beyond the textbook, making use of available technology, as well as student computers, to increase offerings for means of learning.

3. Focus on standards with department teams as well as cross-departmental.
4. Students encouraged to use 21st century skills.
5. Career Technical Education has been expanded.
6. Learning Management Systems (Schoology & eSchools) augment instruction across programs.
7. The One-to-one Chromebook program has facilitated more integration of technology with student learning.
8. Digital projectors across all classrooms on campus offer a strong visual tool for instruction. Teachers can show examples in real time to better understanding of curriculum.
9. Senior project is a strong, culminating project for all 12th grade students at the school which combines research, writing, presentation, and communication skills, which readies the students for real-world events such as job interviews and deeper understanding of specific skills.
10. In Frosh Tech, all students learn current technology workflow via Google platforms: Google Docs, Slides, Forms, Sheets, etc.
11. Students are well aware of grade expectations for inclusion in Bruin Time remediation and how to exit that remediation.
12. Counselors meet with all students to develop a 4-year plan for high school.
13. As an entire staff, we have focused on implementing ELA standards in reading and writing across the curriculum.

to be off task for less motivated students.

2. Teachers need to be more intentional about making sure all students understand purpose of process and final assessments.
3. Although Schoology is used by most teachers for assignments, instruction, and assessments, many IEP students struggle with the process of finding and submitting assignments.
4. Students are lacking in ability to take time to read and understand assignments before they begin assignment, which results in lower scores. A great need is to foster more independence in students to make sure they know what is expected of them before they begin working. Impulsivity is a challenge for more thorough results.
5. More support and options for non-college-bound students would be beneficial for those particular students who are planning on career path after graduation.
6. There is sometimes pressure for instructional time to give way to other school activities (special events, rallies, team building, etc.). We need to ensure that all students understand the importance of classroom instruction.
7. Instead of utilizing two LMS programs, Bear River should use just one system to standardize the students' learning experience. This change is already in the works; the district has decided to implement Synergy by Edupoint across all schools, with the switch scheduled for January of 2018.
8. Need more support for loaner Chromebooks. Students also are neglectful about charging Chromebooks, bringing chargers, or being prepared for technology lessons.

| 14. Collaboration time has been spent on developing common assessments in World Language, English, Social Studies, Math and Science courses. | 9. Staff is not required to exclusively use modern Google programs for instruction. Some teachers may still be using outdated technology, such as Microsoft Word, Excel, etc.
 10. The experience, from a student perspective, is focused on grades rather than on mastery of individual standards.
 11. The Next Generation Science standards have yet to be fully implemented. There are more standards than can be taught in the district 2 year science requirement. |

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

Strengths:

1. Courses are standards aligned.
2. Common Pacing and common assessments in most departments
3. Teachers use formative assessments and collaboration to guide instruction.
4. Staff uses state provided CAASPP scores to determine student growth and areas of need.
5. Students are aware of expectations; grades and class/school information, are available through schoology, home access, school website etc.
6. Professional Development is encouraged. PD funds have been made available to attend trainings and conferences supporting new standards aligned curriculum.
7. Placement tests, prior coursework, student interest and annual counselor meetings are used to create a schedule and highschool plan for each student.
8. Student achievement data is shared with stakeholder groups in a variety of ways.(Site Council, annual Town Hall meetings, district LCAP Steering Committee, governing board)

Prioritized Growth Areas:

1. With CAASPP testing only taking place in 11th grade, a concerted effort needs to be made to monitor student growth year-on-year using multiple other sources linked to standards.
2. Use of Bruin Time to improve communication between students and teachers, particularly with the emphasis on helping students who are falling behind to see and understand what their immediate learning objectives are.
3. AP scores reflect a general decline in particular subject areas; these same students are frequently counted on for various school ventures, often at the expense of their AP classes.
4. Feedback from students on personal progress and areas for improvement.
5. We need to utilize Schoology's (and other tools') assessment analysis capabilities to inform us of students' areas of strength and weakness.
6. Better use of CAASPP scores and tools (including interim assessment tools) to inform progress and areas of strength or weakness.
7. Although there are common

9. 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. 10. Math Department is currently in year 4 of implementation of standards aligned integrated math program.	assessments in place in most departments and informal discussions occur on a regular basis, there is a need for formal discussion on the results of the assessments in order to adjust instruction.

Category E. School Culture and Support for Student Personal and Academic Growth

Strengths:

1. Valuing student and parent engagement and participation
2. Positive school culture
3. Soliciting input from all stakeholders
4. Communication is thorough and consistent
5. A great deal of emphasis on student support/intervention related to academics, social/emotional needs, etc.
6. Continuing to develop more and more avenues for student engagement
7. Trusting, collaborative, cohesive staff
8. Our school environment is safe, clean, warm, and welcoming (physically and emotionally)
9. Consistent, unbiased application of discipline and expectations
10. Heavy involvement of teachers in extra-curricular activities for students
11. Re-design of Bruin Time to increase student personal and academic growth

Prioritized Growth Areas:

1. More local community/industry engagement with our CTE programs
2. Develop a MTSS formal approach to student support
3. Improve/formalize our Link Crew support for freshmen and other new students
4. Develop ways to maintain positive school culture while promoting rigorous academic standards
5. Develop additional ways parents and community members can engage in decision-making processes
6. Connect and grow our relationship with local feeder schools
7. Development of more support classes to help students who are struggling
8. Increase our enrichment opportunities
9. Increase our Peer Tutoring program
10. Connect juniors and seniors in a meaningful way during Bruin Time
11. Increase master schedule offerings

3. Using this list of strengths and prioritized growth areas from all five categories, clusters of major themes were used to facilitate the discussion of the confirmation of the critical student learning needs.

DEVELOPMENT OF WASC AREAS FOR GROWTH: DECEMBER, 2017

CULTURE/SAFETY/WELL-BEING/COMMUNITY:

1. Increase supports for student mental wellness
2. Improve/formalize Link Crew support for freshmen and new students
3. Maintain positive culture within a rigorous academic environment
4. Increase parent/community engagement in decision-making
5. Grow relationships with feeder schools
6. Incorporate the use of more motivational speakers
7. Develop a genuine alternative to suspension that would be educational and meaningful for students
8. Recognize all sports and other programs with more equity
9. Increase access to information about extra-curricular opportunities like sports
10. Increase integration between clubs and classes (like STEM Club with Computer Science or Alliance Club with Social Justice)
11. Increase emphasis on student/teacher relationships and classroom culture
12. Increase communication through the reinstatement of daily video bulletin

TEACHING and LEARNING:

1. Increase training in effective instruction strategies (Universal Design for Learning, etc.)
2. Increase subject matter integration (between courses)
3. Increase communication/continuity of access to timely grade information for students and parents
4. Maximize instructional time
5. Continue to refine use of technology tools and platforms
6. Fully implement the Next Generation Science Standards
7. Develop comprehensive method for monitoring student progress from year to year (with CAASPP only at junior level)
8. Renew emphasis on rigor/expectations of A.P. courses
9. Evaluate effectiveness of Senior Project (what about a Junior Project element?)
10. Reevaluate content of some courses (like Frosh Tech/Health)
11. Increase emphasis on multicultural awareness
12. Create system for student input/feedback on what happens in classrooms
13. Analyze student performance by course/teacher

14. Evaluate grading practices for purpose, equity, consistency

PROGRAM DEVELOPMENT:

1. Increase/improve online learning opportunities
2. Increase CTE program development
3. Increase connections with community/industry partners (internships, etc.)
4. Increase enrichment/elective opportunities for students
5. Increase Honors/AP course offerings
6. Provide more assistance with college/career guidance throughout high school
7. Provide staffing for Career Center and Wellness Center
8. Provide life skills education/course for students
9. Pursue a common bell schedule with Nevada Union to increase opportunities for students

INTERVENTION/SUPPORT:

1. Increase emphasis on study skills support (breaking down assignments, etc.)
2. Provide additional support/options for non-college-bound students
3. Emphasize student mastery and self-evaluation of their progress
4. Improve the use of Bruin Time (for all grade levels?)
5. Improve the use of data for analyzing individual student strengths and needs
6. Formalize our Multi-Tiered System of Supports for students (academic, behavioral, social/emotional, etc.)
7. Provide additional support classes for struggling students
8. Increase/formalize our Peer Tutoring program
9. Provide more academic support for high-level courses (in math, science, etc.)

4. Shared this information with all stakeholders through the Focus Groups as discussions occurred on this identification.

TIMELINE OF TASKS: December 2017-January 2018

Activity	Date/Forum
Student input on areas for growth (Core Values Advisory and Student Leadership)	Wednesday, December 13th and Friday, December 15th
Parent input on areas for growth	Thursday, December 14th 3:30 to 4:30 pm in C-202
Overall prioritization of critical learner needs/areas for growth ("dot" method) (*w/classified staff & students*)	Friday, December 15th Collaboration meeting

Development of potential goals based on stakeholder input on prioritized needs	Friday, December 15th 3-4:30 WASC Leadership Team
Survey for all staff and parents on potential goals; student survey after final on Wednesday (3rd Period)	Monday, December 18th (to be completed by Thursday, 12/21)
Development of draft action plan	Winter Break (WASC Coordinator and principal)
Share draft action plan with all staff (digitally)	Tuesday, January 9th
Refine action plan with ALL staff and student/parent reps	Wednesday, January 17th Staff meeting (7:15-8:15 am)
Site Council input on action plan	Wednesday, January 17th Site Council meeting (3:45-5 pm)
Review of draft Action Plan and entire WASC Report (2 hours in the afternoon)	Monday, January 29th Professional Development Day

Student Input on Areas for Growth: Leadership visit on December 13, 2017

- More interaction with Magnolia and 8th graders each year beyond the one big event -- first day of school parade, invite to games, etc.
- Increase CTE offerings -- preparation for trades/technical careers
- Better placement in AP classes
- More Honors courses for 9th and 10th grades (instead of the X); make those classes more difficult
- Classroom-based preparation for SAT/ACT (Math and English)
- Better connections with counselors… difficult to get in touch… need more help with college/career information
- More motivational speakers
- Staffing for Career Center/Wellness Center
- Offer more courses -- languages, etc.
- Newer/nicer computers in the library
- Reevaluate the effectiveness of Senior Projects -- what about a Junior Project?
- More real life skills, especially for seniors
- Better recognition of all sports; information about process/tryouts, etc.
- Freshmen need to learn more about college, requirements, etc.
- Fall sports information/communication to other feeder schools beyond Magnolia
- Look at graduation requirements
- Reevaluate the content of some courses (Frosh Tech, Health, etc.)
- Drainage issues!
- Expanding Ag Mechanics into general mechanics, auto, etc.
- A common bell schedule between BR and NU would expand opportunities for students -- a

bell schedule with more than 6 classes each year would increase student opportunities
- Bruin Times for specific sports
- More integration of clubs with classes (ex: STEM Club with Comp. Science)
- English classes -- more multicultural approach
- English classes -- reevaluate the independent reading that is happening at the same time as the in-class reading
- English -- more grammar, spelling, mechanics
- More Math support for the higher levels
- More student input/feedback on what happens in the classroom
- Analysis of overall student performance by course/teacher
- Student-teacher relationships/classroom culture, etc.
- Grades -- what are they based on? Consistency? Equity?
- Bring back a daily bulletin-get information out there (daily podcast & weekly video bulletin)

5. Discuss how this informs or modifies the identification of the critical student learning needs that need to be addressed:

- Providing strategic, targeted, individualized supports for students in regard to their mental well-being and academic readiness and success will result in positive, steady improvement in student learning. With additional supports in place, students' abilities to attain academic standards will increase significantly. Students will demonstrate growth in their Grit, Intellectual and Creative Curiosity, Empathy, and Community through this renewed emphasis on support, engagement, community, expectation, and relationships.
- 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.
- 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.
- Increased emphasis on collection, analysis, and communication of student performance data will result in steady gains in student achievement as data will be utilized to drive interventions, supports, and enrichment offerings that are tailored to individual student needs. Improved communication with parents and students about academic progress will result in

improved positive perceptions of the partnership between school and families. The resulting improved partnerships will lead to additional gains in student achievement as a team approach will strengthen our ability to intervene quickly with concerns and provide tailored support to each student and family.

6. **Note other insights as the school leadership updates its current plan with input and discussion from all stakeholders.**

The excerpt below is taken from the [January 17th, 2018, Site Council Minutes](#):

1. Review of WASC process and timeline
   (WASC – Western Association of Schools and Colleges)
2. Review of WASC Action Plan draft
3. Review/approval of Single Plan for Student Achievement

(A copy the Single Plan for Student Achievement and the WASC Action Plan draft was emailed to each Site Council committee member before the meeting for the members to review prior to the Site Council meeting.)

Amy said she feels we are in good shape with the WASC process and timeline. A few weeks ago there was a little concern about the timeline and things getting tight so the group met and put together a detailed plan together to make sure all tasks would be completed on time. Our leadership team (department chairs) and other staff leaders on campus, have put in many hours working on WASC, taking one complete day meeting and working on the needed tasks, as well as working on WASC during Collaboration Times. We had a good response to the surveys sent out to parents and staff and the staff considered those responses when working on the report as well.

A copy of the draft WASC report needs to be to the visiting committee members by January 29. We are very close to being done with the draft; we can still up-date and change the report up until the WASC visit which is scheduled for mid-March. Amy did say she spoke to the committee chair yesterday and she was happy with the draft that Amy had sent her earlier. There are a few more little pieces that need to be completed that some of the team members worked on this morning and they will finish that task this Friday during Collaboration Time. Also, Amy said they want input from the Site Council members on the action plan and goals.

Amy reviewed the process that was used to arrive at the four goals – the staff worked together for many months reviewing data, looking at what are our needs, what we have done, where we are now, and what we need going forward, and included input from parents and students. The staff grouped those ideas into these four main areas:

Amy reviewed our WASC Action Plan:

Goal 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.

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

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.

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

Amy said we will re-evaluate every year as new needs arise all the time.

Discussion was held on the math courses we offer to our students.
Daniel asked if Bear River could offer a personal finance class that would count as math credits for our students. Bethany stated all students must pass Algebra I (Integrated Math 1). She said we do offer Ag Construction for math credit (pre-req is students must have taken an Ag Mech class). Peter confirmed that our students need to pass Algebra 1 and take three years of math at BR. He suggested Integrated Math 1 be divided into two years for those students who are struggling…two years of math credit focusing on state requirements. Then for those who want to, take Integrated 2 their junior year and Integrated 3 their senior year or personal finance. Amy said we did add pre-algebra this year to help our struggling students before they take Integrated Math 1. Bethany agrees with Peter's idea of breaking Integrated Math 1 in to a two year program to help our students be more successful.

Bethany asked the group when students say they want life skills, what are the students really talking about. The list of answers the group gave are: taxes, how to change a flat tire, how to jump a dead battery, how to open a bank account, getting a credit card, understanding how the credit card system works, credit scores and awareness, budgeting, basic cooking and sewing, how to set up direct deposit and basic chores. Bethany is thinking of offering a Life Skills Bruin Time for our students.

Amy reviewed the Single Plan for Student Achievement. All of our goals and tasks in the Site Plan for Student Achievement are aligned to our WASC report. Discussion was held on one section of the Site Plan referring to the decline in our economy and the economic down turn in recent years and how that has affected our community and our families. The concern was that the economy is on the up-swing again. It was agreed by the group to leave the wording as is, even though the economy is on the rise, the economic decline has had very long-lasting impacts on our community and our families and we are still experiencing those.

- Daniel Bussinger moved to approve the Single Plan for Student Achievement.

- Josie Andrews seconded the motion.

- Motion carried - Site Plan approved

(2017-18 Site Council minutes)

7. Determine if there is agreement on the identified critical student learning needs and how these align to the district LCAP.

<u>**Nevada Joint Union High School District LCAP Goals and 8 State Priorities**</u>:

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)

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)

3. 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)

<u>**Bear River High School Areas of Improvement**</u>:

1. School Goal #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.
2. School Goal #2 - Prepare every Bear River student in a comprehensive, cohesive way for life after high school.
3. 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.
4. School Goal #4 - Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Bear River High School Goals	NJUHSD District LCAP goals addressed
School Goal #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.	• NJUHSD Goal #1 - Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. • NJUHSD Goal #2 - Our district will ensure that all students and staff feel they belong to a safe and healthy school. • NJUHSD Goal #3 - Our district will ensure that our schools are source of deep-seated pride among students, staff, and community.
School Goal #2 - Prepare every Bear River student in a comprehensive, cohesive way for life after high school.	• NJUHSD Goal #1 - Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. • NJUHSD Goal #3 - Our district will ensure that our schools are source of deep-seated pride among students, staff, and community.
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.	• NJUHSD Goal #2 - Our district will ensure that all students and staff feel they belong to a safe and healthy school. • NJUHSD Goal #3 - Our district will ensure that our schools are sources of deep-seated pride among students, staff, and community.
School Goal #4 - Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.	• NJUHSD Goal #1 - Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. • NJUHSD Goal #2 - Our district will ensure that all students and staff feel they belong to a safe and healthy school.

Chapter V: Schoolwide Action Plan

A. Single schoolwide action plan revision, ensuring the plan is aligned with the Local Control and Accountability Plan.

AREA OF IMPROVEMENT - SCHOOL GOAL #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.

Rationale/Critical Need:

An alarming trend within our school population, district, and nation, is the dramatic increase in student mental health concerns, including depression and anxiety. In 2016, 28% of Bear River students reported regular feelings of depression, sadness, 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 2017, 41 (out of 175) incoming freshmen had not graduated from the 8th grade, compared to a more typical number of 10-15 freshmen in this category. Furthermore, as our student enrollment has significantly declined in recent years, we have struggled to maintain and grow our programs and offerings, which is an imperative aspect of retaining and attracting students to our school and district. Our community demands increased opportunities, rigor, and academic offerings, which requires tremendous creativity in terms of 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 5%.
- ➢ 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 master schedule.

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 master schedule.

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 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)
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)
3. 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:

Providing strategic, targeted, individualized supports for students in regard to their mental well-being and academic readiness and success will result in positive, steady improvement in student learning. With additional supports in place, students' abilities to attain academic standards will increase significantly. Students will demonstrate growth in their Grit, Intellectual and Creative Curiosity, Empathy, and Community through this renewed

	emphasis on support, engagement, community, expectation, and 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. *NOTE: The specific sub-tasks will depend upon the identified needs, which are a moving target.*	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	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

			perceptions of the supports they are receiving (California Healthy Kids Survey)		reporting to superintendent/ Board of Trustees. 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 resources accordingly.	Principal, Assistant Principal, School Psychologist, Mental health therapists, Intervention	Training on student mental health needs and interventions for teachers, administrators, counselors,	Annual analysis of California Healthy Kids Survey results. Annual analysis on student/parent	California Healthy Kids Survey results are received each year in early spring and will be assessed at that time,	Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of

	Specialist, Counselors	psychologist/ therapists, and intervention specialist.	input on LCAP survey (related to mental health/well-being factors). Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services. Aggregate annual progress toward goals for students with counseling as a service on their IEPs.	beginning in the spring of 2018. LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. Quarterly mental health referrals and student progress will be assessed by the team beginning in January of 2018.	student progress. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.
Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.	Activities Director, student leaders, Principal, Assistant Principal, Counselors	Training for Activities Director and student leaders in Link Crew program implementation. Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.	Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation. Activities Director will engage student leaders in in-class assessment of	Quarterly meetings between Principal, Activities Director, and student leaders will begin in the spring of 2018. Monthly classroom evaluation conducted within student leadership program will begin in the spring of 2018.	Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to

		Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.	their progress toward effective implementation of the Link Crew program on a monthly basis. Principal and Activities Director will report to and consult with staff on a quarterly basis to share effective strategies and obtain feedback and guidance on next steps.	Monthly consultation with the staff will begin in the spring of 2018.	stakeholders at LCAP Town Hall meeting.
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	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	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.	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

		suspension in place in order to obtain guidance, which may include visits to the various schools.	Intervention Team. A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.	Quarterly assessment of discipline-related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year. Comprehensive program assessment will occur annually in the spring of 2019.	progress. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.
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.	Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment	Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis. Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis. District Teachers on	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. California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members. LCAP student, parent, and staff	The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018. 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. LCAP survey input is received annually by	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. Annual reporting to stakeholders at

		Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.	survey input will be analyzed annually in relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	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 in January of 2018.	LCAP Town Hall meeting.
Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.)	Principal, Assistant Principal, Department Chairs, Counselors	Teachers assigned to teach Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis. 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.	Administrators, counselors, and department chairs/teachers will evaluate current practices in order to uncover inconsistencies and areas for improvement with regard to rigor and expectation. The course preview and selection process for the following school year will reflect new policies,	Evaluation of current 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. Course preview and selection processes reflecting new guidances and policies will	The administrators, 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. The results of the new course preview and selection processes and

| | | 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. | practices, and guidelines.

Administrators, teachers, and counselors will provide parent/student education nights (as well as information available online) for families of students who wish to enroll in A.P. or Honors courses.

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.

Departments will work to embed a building sense of rigor and expectation at each grade level that will assist students who are interested in challenging | launch in February/March of 2018 and will be reevaluated in the late fall/early spring of each school year.

Parent/student information nights and materials will be implemented in mid-spring of 2018 and will be reevaluated each spring thereafter.

Departments will work on their scaffolding of rigor and expectation in foundational courses in their department collaboration time. Departments will report out their work and results on a quarterly basis beginning in the fall of the 2018-2019 school year. | guidelines will be reviewed by the team of administrators, counselors, and teachers in the late spring of 2018 and again in mid-fall of 2018.

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.

Department collaboration work is reported to the principal through a Google Form at the conclusion of each meeting. Additionally, department representatives will share their work at Department Chairs and |

			themselves with A.P. or Honors courses in the future.		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	Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff. Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year. Administrators and counselors will work with district staff, particularly the district Teacher on Special Assignment for implementation of CTE programs, to determine extra	Throughout the master schedule development process each spring, administrators and counselors will obtain informal feedback from staff regarding the proposed offerings. Student course requests will be evaluated to help determine the appropriate tailoring of the master schedule to their needs and interests. Students and parents will be surveyed to garner their perspectives on the current course offerings as well as their desires for future offerings. Administrators and counselors will evaluate student progress	Informal feedback about proposed master schedule offerings will be obtained each spring (April-May) beginning in 2018. Student course requests will be analyzed each April-May beginning in 2018. Student/parent surveys will be conducted in late fall/early spring beginning in the late fall of 2018. Evaluation of student progress toward four-year plan completion will take place annually in late spring/early summer, beginning in the spring of 2018. The various	Survey data will be reported to the faculty in the spring of each school year. Administrators and counselors will report on trends in student four-year plan completion on an annual basis. Biennial reporting to superintendent/ Board of Trustees. Annual reporting to stakeholders at LCAP Town Hall meeting.

| | | sections that might be funded through grant programs related to CTE.

Administrators, teachers, and counselors will advocate for additional sections for added rigorous, relevant offerings through the district's LCAP Steering Committee process.

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 | 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 years in order to identify trends over time.

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. | 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. | |
|---|---|---|---|---|---|

| | | that have been allocated.

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. | | | |
|---|---|---|---|---|---|
| Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time. | Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment | Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.

Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.

District Teachers on Special Assignment will | 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.

California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.

LCAP student, parent, and staff survey input will be analyzed | The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.

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.

LCAP survey input is received annually by mid-spring and will be assessed | 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.

Annual reporting to stakeholders at LCAP Town Hall meeting. |

		attend training related to this topic and will share their learning with the staff at Bear River.	annually in relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	annually at that time, beginning in the spring of 2018. Meetings of the Principal's Student Advisory Group will begin in January of 2018.	
Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.	Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment	Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis. Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis. District Teachers on	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. California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members. LCAP student, parent, and staff	The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018. 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. LCAP survey input is received annually by	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. Annual reporting to stakeholders at

		Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.	survey input will be analyzed annually in relation to this task and progress that has been made in this area. Principal will meet with a diverse group of student reps on a monthly basis to gauge their perspectives related to this topic.	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 in January of 2018.	LCAP Town Hall meeting.

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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.

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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)
3. 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.\n\nThis team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.\n\nTeams of teachers and	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.\n\nSite-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.\n\nLCAP student, parent, and staff survey input will be analyzed annually in	The staff meeting discussions related to this task will begin in the fall of 2018.\n\nSite-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.\n\nLCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.\n\nMeetings of the Principal's Student Advisory Group will begin in January of	Monthly analysis/ discussion with Department Chairs.\n\nQuarterly reporting of progress by this team to the faculty.\n\nBiennial reporting to superintendent/ Board of Trustees.\n\nAnnual reporting to stakeholders at LCAP Town Hall meeting.\n\nBiennial reporting to District CTE Advisory Committee.

		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.	relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	2018.	
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	This team will meet in the early spring of each school year to discuss potential offerings for the following year. Counselors will meet with CTE program-enrolled students and their parents to discuss the benefits of pathway completion. Principal and CTE teachers will consult with the District	Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis. Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps. Site-specific	Site CTE Advisory Committee meetings will take place on a quarterly basis. District CTE Advisory Committee meetings will take place on a biennial basis. The staff meeting discussions related to this task will begin in the fall of 2018. Site-specific survey results	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. Quarterly reporting of progress to site CTE Advisory Committee.

		CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expande at Bear River (through grant funds, etc.) Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.	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. 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. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	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 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 in January of 2018.	Biennial reporting to District CTE Advisory Committee.

Increase other (non-CTE) elective and enrichment offerings and opportunities.	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 provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place. Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students. Bear River's staff will work with district staff to explore additional options for students once a common bell	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 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. LCAP student, parent, and staff survey input will be analyzed annually in	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 time, beginning in the spring of 2018. 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 in January of	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.

		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. Students will be regularly surveyed to gauge their interested related to non-CTE elective and enrichment opportunities. The Bruin Time schedule will be recreated each quarter to reflect students needs and interests related to enrichment opportunities.	relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	2018.	
Reevaluate the effectiveness/pu rpose of certain programs/cours es (such as Frosh Health, Frosh Tech, and	Principal, Assistant Principal, Counselors, Intervention Specialist, Department	Administrators, counselors, and teachers will engage in professional development related to the	A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and	The staff meeting discussions related to this task will begin in the fall of 2018.	Monthly analysis/ discussion with Department Chairs. Quarterly

| Senior Project). | Chairs, Teachers, Senior Project Coordinator | most effective ways to improve the content and deliver of these programs and courses. This may include visits to loca/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.

This team will investigate the most effective tools and resources needed for | 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 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.

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.

The principal | 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 time, beginning in the spring of 2018.

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 in January of 2018. | 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. |

		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. 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.	will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.		
Provide life skills education for all students	Principal, Assistant Principal,	Administrators, counselors, and teachers will	A portion of a staff meeting each quarter	The staff meeting discussions	Monthly analysis/ discussion with

| in order to help prepare them to survive and thrive in the adult world. | Counselors, Intervention Specialist, Department Chairs, Teachers | 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 loca/similar schools where life skills-related education has been implemented in various ways.

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.

Teams of teachers and counselors will develop implementation strategies at | 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 of students, parents, and staff members about our progress in this area.

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.

The principal will meet with a diverse group of student representatives on a monthly | 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 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 in January of 2018. | 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. |

		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.	basis to gauge their perspectives related to this topic.		
Provide additional support and resources for non-college-bound students.	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 connecting non-college-bound students with resources and support toward meeting their post-secondary goals.

This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, | 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 of students, parents, and staff members about our progress in this | The staff meeting discussions 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 by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. | 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. |

		strengths, and needs. 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.	area. 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. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	Meetings of the Principal's Student Advisory Group will begin in January of 2018.	
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	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	The staff meeting discussions 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	Monthly analysis/ discussion with Department Chairs. Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual

| | | 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.

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 | annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.

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.

The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic. | 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 in January of 2018. | reporting to stakeholders at LCAP Town Hall meeting. |
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		teacher. The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.			
Provide additional education and support regarding four-year college requirements, testing, etc.	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. This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and	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 of students, parents, and staff members about our progress in this area. LCAP student,	The staff meeting discussions 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 by mid-spring and will be assessed annually at that time, beginning in the spring of 2018. Meetings of the Principal's Student	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.

		needs. 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.	parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area. The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.	Advisory Group will begin in January of 2018.	
Increase internship opportunities for students.	Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Principal, Assistant Principal	This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year. Counselors will meet with CTE program-enrolled students and their parents to discuss potential internships. Principal and	Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis. Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on	Site CTE Advisory Committee meetings will take place on a quarterly basis. District CTE Advisory Committee meetings will take place on a biennial basis. The staff meeting discussions related to this task will begin in the fall of	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. Quarterly reporting of

| | | CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship opportunities can be implemented/expande at Bear River (through grant funds, etc.) | potential next steps.

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. Students will be surveyed regarding their CTE program interests and needs.

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.

Principal will meet with a diverse group of student reps on a monthly basis to gauge their perspectives related to this topic. | 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 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 in January of 2018. | progress to site CTE Advisory Committee.

Biennial reporting to District CTE Advisory Committee. |
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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:

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)
3. 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 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.

Intervention Specialist will work with Math and English | Spring meetings between administrators, counselors, and intervention specialists of the various schools will be documented and that documentation will reflect heightened knowledge about practices, expectations, and trends.

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 | Spring meetings between administrators, counselors, and intervention specialists will take place beginning in late spring of 2018 and will continue each spring thereafter.

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 | 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. |

		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. 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. Principal, assistant principal, counselors, and intervention specialist will begin meeting with feeder school	freshmen appropriately into their Math and English classes. 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.) 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	courses. Meetings between Department Chairs and teachers of the various schools will begin in September of 2018 and will continue each spring and fall thereafter. Spring meetings about student learning/social needs will begin in May or June of 2018 and will continue each spring thereafter.	

		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.	expectations at each grade level. 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.		
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.)	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, site representatives of the District Curriculum Committee, District Director of Technology and support staff	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. Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell	Administrative meetings will be documented and that documentation will reflect an increase in student access to district opportunities. The collaborative work on a common bell schedule that will occur between the teachers and administrators of both comprehensive school sites and the district	Administrative meetings will take place quarterly, beginning in the spring of 2018. 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. Distance learning program research and	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.

| | | schedule, which will enable the development of new program access opportunities.

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 programs have been successfully implemented.

Once a distance learning format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a | administration will result in a bell schedule that enables students to access programs and opportunities district-wide.

Once the common bell schedule is in place, distance learning models have been studied, and sufficient training has taken place, a distance learning model will be implemented at both comprehensive school sites.

The effectiveness of the distance learning format will be analyzed by students, parents, and staff to determine areas for growth within this educational model.

Once the common bell | 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 school year thereafter.

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.

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 | |
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		model. Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.	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.	upon by that time).	
Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.	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. Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that	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. Meetings between Department Chairs and teachers will be documented	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. Meetings between Department Chairs and teachers at Bear River and the respective colleges will begin in the spring of 2019 and will	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.

| | | Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.

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.

Teachers will obtain additional training in college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and | 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.

EAP and ERWC courses will continue to be implemented and students engaging in this curriculum will be tracked in terms of their growth related to college readiness.

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. | continue on a biennial basis thereafter.

EAP and ERWC assessment data will be collected beginning on the late spring of 2018 and will be collected, compared, and analyzed each spring thereafter.

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. | |
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		Writing Curriculum) training, which have been developed by the CSU and community college systems. 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.			
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 discuss dual enrollment options.	Meetings between Bear River leadership team and college representatives will be documented and this documentation will demonstrate increased understanding of dual enrollment requirements and opportunities.	Initial meetings between Bear River leadership team and college representatives will take place in the fall of 2018. Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no	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.

		Dual enrollment options will be discussed with district administration and will then be shared with Bear River's staff. 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. Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation. Once available, students and parents will be informed of dual enrollment options available to Bear River students.	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. 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. Dual enrollment program success will be evaluated based on student performance as well as student and parent perception data to be garnered through annual	later than December of 2018. Teacher training for dual enrollment courses will take place throughout the spring and summer of 2019 and will occur each spring and summer thereafter. Dual enrollment options will be made available to Bear River students within the registration/ course selection process in 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	

		Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements.	surveys.	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 Special Assignments for CTE programs, Activities Director, student leaders	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 District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways to build partnerships with local businesses and organizations. Principal and assistant principal will meet with local	This team's spring meetings will be documented and documentation will show ideas and action steps needed in order to reach out to local community partners. 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.	Initial team meetings will take place in the spring of 2018 and will continue each spring thereafter. CTE team discussions will begin in the fall of 2018 and will continue twice a year thereafter. Administrators' meetings with local leaders will begin in the winter of 2018-2019 and will continue at least twice a year thereafter. Parent outreach will begin in the spring of 2018 and will occur	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.

| | | business and community leaders to discuss partnership ideas related to Bear River's role in the community.

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.

Principal and assistant principal will work with district administrators to develop county-wide partnerships with local businesses and organizations.

Principal and assistant principal will | 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.

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.

The outreach efforts of Activities Director and | through our LCAP survey process each spring thereafter.

County-wide partnership opportunities will be discussed with the district team in the summer of 2018 and will continue to be discussed quarterly thereafter.

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. | |

		reach out to Bear River parents/families for possible connections to local community partnership opportunities. Activities Director and student leaders will pursue community partnerships through their leadership activities and community engagement endeavors.	student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.		

AREA OF IMPROVEMENT - SCHOOL GOAL #4:
Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

Rationale/Critical Need:

The Student Information System we have had in place for the last many years has been woefully inadequate in many ways, 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 collecting and 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 process require a greater degree of analysis of student subgroup performance. Recent survey data shows that Bear River students and parents feel strongly that we need to place greater emphasis on the communication of student progress and performance information. Additionally, our staff has identified the need to implement more comprehensive means of diagnostic assessment in order to ensure that students are placed appropriately in courses and connected to needed supports. The new CAASPP system of standardized assessment creates a new set of challenges with regard to monitoring student progress from year to year as the standardized assessments are now only delivered at the end of the 11th grade

year rather than during each year of high school. By the time CAASPP scores are received, they serve as more of an "autopsy" of a student's attainment of academic standards and skills throughout high schools and little time then remains to intervene in areas of need. Teachers and students have also emphasized, through recent survey data, that they believe it is important for students to take a more active role in evaluating their own progress and performance throughout high school. Along similar lines, staff, students, and parents recognize that grading practices are not consistent between teachers and grading practices should be analyzed for consistency, and common 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 courses.

2019-2020:
- ➢ Further increase parent/student satisfaction with communication about students' academic progress by an additional 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 district's 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 an additional 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 courses.

2019-2021:
- ➢ Further increase parent/student satisfaction with communication about students' academic progress by an additional 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 district's 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 an additional 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 courses.

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 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)
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 steady gains in student achievement as data will be utilized to drive interventions, supports, and enrichment offerings that are tailored to individual student needs. Improved communication with parents and students about academic progress will result in improved positive perceptions of the partnership between school and families. The resulting improved partnerships will lead to additional gains in student achievement as a team approach will strengthen our ability to intervene quickly with concerns and provide 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 Town Hall 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	Administrators, counselors, and faculty will work to develop a common, agreed-upon timeline for updating of grade information in our Student Information System. Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.	Parents and students will be surveyed to determine their desires when it comes to communication of academic progress by course. Training in the new Student Information System will result increased staff ability to convey grade/progress information on a timely basis. Parents and students will continue to be	Initial parent and student surveys will occur in the late spring of 2018. 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,	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.

		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. 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.	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 administration through the Google Form designed for sharing department collaboration feedback.	beginning in 2019 to assess our progress in this area. Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.	
Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.	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 collection and analysis of student performance data through our new Student Information System.	Training in the new Student Information System will result increased staff ability to collect and analyze student performance data on a formative basis. Staff meetings will emphasize the implementation	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. Staff meetings will emphasize this area for	Quarterly reporting of progress by this team to the faculty. Biennial reporting to superintendent/ Board of Trustees. Annual reporting by principal to staff of

		Staff will receive training on the effective utilization of the new Student Information System's data collection and analysis features. Departments will collaborate around the topic of student performance data 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.	of this task and feedback from staff will be shared regularly. Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback. Annual reporting of student performance data by subgroup will reflect increased use of data collection and analysis.	growth on a quarterly basis, beginning in the fall of 2018. Annual reporting of data will take place in the late spring of each school year, beginning with the spring of 2019.	comprehensive overview of student progress and performance by subgroups. Annual reporting to stakeholders at LCAP Town Hall meeting.
Evaluate grading practices for consistency, purpose, and equity.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department	Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for	Parents and students will be surveyed to determine their desires when it comes to grading	Initial parent and student surveys will occur in the late spring of 2018. Training on the	Quarterly reporting of progress by this team to the faculty. Biennial

| | Chairs, Teachers | grading in terms of purpose, consistency, and equity.

Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.

Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies 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. | practices.

Training in the new Student Information System will result increased staff ability to utilize grading features in a consistent, purposeful way.

Parents and students will continue to 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 administration through the Google Form designed for sharing department collaboration feedback. | 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 on a quarterly basis, beginning in the fall of 2018. | 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. |
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Emphasize student self-evaluation and tracking of goals and progress throughout high school.	Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers	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. Staff will receive training on the effective utilization of the new Student Information System's features that may support this endeavor. 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. Department Chairs as well as the faculty as a whole will revisit this topic	Training in the new Student Information System will result increased staff ability to utilize student self-evaluation 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 administration through the Google Form designed for sharing department collaboration feedback	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 on a quarterly basis, beginning in the fall of 2018.	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.

		on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.			
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	Training in the new Student Information System will result 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 on a quarterly basis, beginning in the fall of 2018.	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.

		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.	administration through the Google Form designed for sharing department collaboration feedback		

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.	
Career Technical Education (CTE) and Industrial Arts (Ag)	*The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* *Industrial Arts:* • Invite guest speakers in the surrounding community in Ag. professions • Invite guest interviewers who are in Ag. professions *Digital Media Arts & Computer Science:* • Request content-specific NGSS Professional Development • Request cross-district teaming as needed by singleton teachers • Google Suite & Adobe Suite *All:*

	● 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 *Course: built in common approaches and strategies* *Industrial Arts:* ● 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 *Digital Media Arts & Computer Science:* ● 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 *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 *Individual Teachers:* ● Commit to finding and exploring new teaching strategies and sharing the results with colleagues ● Commit to observing a colleagues
English/ Language Arts	*The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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 - 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 *Course: built in common approaches and strategies* - 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 *Individual Teachers:* - 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.com (online interactive quizzes) - Padlet (online discussion forum) - Quick Writes and whole-class discussion - Debates
Math	***The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** All courses are standards aligned

	● 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 *Course: built in common approaches and strategies:* ● 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 *Individual Teachers:* ● 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	*The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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 our teamwork approach involves leadership skills, cooperation and the ability to know how to interact in group settings.

	● 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. *Course: built in common approaches and strategies:* ● PE/ Health Department members make decisions on curricular alignment ● Text book and Current Health magazine *Individual Teachers:* ● Group assignments ● Expert guest speakers ● Close reading ● Group projects ● PE- class discussion
Science	*The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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. *Course: built in common approaches and strategies:* ● Students participate in laboratory activities, and lab write-ups promote critical thinking skills ● Courses taught by multiple teachers collaborate on pacing and assessment. *Individual Teachers:* ● 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.
Social Science	***The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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. ***Course: built in common approaches and strategies*** ● 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. ***Individual Teachers:*** ● 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	***The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** • 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 ***Course: built in common approaches and strategies*** • 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. • 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. ***Individual Teachers:***

	- 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
Visual and Performing Arts (VAPA)	***The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** - 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 ***Course: built in common approaches and strategies*** - CSSSA student involvement - Interactive instruction - Cooperative learning ***Individual Teachers:*** - 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	***The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** World Languages employs a common assessment in levels 1 and 2,

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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

Course: built in common approaches and strategies

- 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

Individual Teachers:

- 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.

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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)	*The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* *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 ● 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
English/ Language Arts	*The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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

Course: built in common approaches and strategies

- 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

Individual Teachers:

- Senior Project for all seniors includes work on working resume, cover letter, and mock interviews with members of the local community
- 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

Math	*The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* • Courses are UC approved • Develop additional math courses based on students' needs *Course: built in common approaches and strategies* • More subject specific collaboration time • Students are encouraged to work in collaborative groups connecting to real world problems.

	Individual Teachers: ● Continue to attend professional development ● Teachers use manipulatives, warm ups, modeling, quizzes, etc for formative assessment.
Physical Education (PE) and Health	***The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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. ***Course: built in common approaches and strategies:*** ● PE/ Health Department members make decisions on curricular alignment. ***Individual Teachers:*** ● Group discussions ● Group projects ● Guest speakers ● Video
Science	***The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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 ***Course: built in common approaches and strategies:*** ● 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) ***Individual Teachers:*** ● 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.
Social Science	***The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● Senior Project ● Public Speaking ● Current Events ● Guest Speakers ● Mock Interview ● Personal Finance Unit in Economics ● Synthesis connections between past and present events. ● Civic responsibility and engagement ● Cultural sensitivity and awareness ***Course: built in common approaches and strategies*** ● 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. ***Individual Teachers:*** ● 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	***The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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. ***Course: built in common approaches and strategies*** ● 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 ***Individual Teachers:*** ● 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.
Visual and Performing Arts (VAPA)	***The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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 ***Course: built in common approaches and strategies*** ● Performances

	- Art exhibits/shows - College visits - Encourage auditioning for honor ensembles - Encourage auditioning for community productions ***Individual Teachers:*** - Explore college dance programs
World Languages	***The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** - 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. ***Course: built-in common approaches and strategies:*** - Shared project assignments such as the Travel Project teach students how to access information such as cost of flights, how to book hotel accomodations, 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. ***Individual Teachers:*** - Engage classes in culture specific research, projects, art and activities to help engender interest, empathy and racial tolerance

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	***The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:***

Industrial Arts (Ag)	***Industrial Arts:*** ● 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 ● Broaden community reach and student opportunity locations beyond Nevada County ● Maintain communication and collaboration with other area CTE instructors. ***Digital Media Arts & Computer Science:*** ● Create public media ***All:*** ● Attend conferences and share with others ***Course: built-in common approaches and strategies*** ● Participation in Future Bruin Day ***Individual Teachers:*** ● Up-to-date public social media/webpages
English/ Language Arts	***The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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 ***Course: built-in common approaches and strategies*** ● 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 *Individual Teachers:* ● 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	***The Math Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● Meet with our feeder schools to improve student placement ● Develop a common screener to ensure accurate placement of students ***Course: built-in common approaches and strategies:*** ● 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 ***Individual Teachers:*** ● 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	***The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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.

	Course: built-in common approaches and strategies: ● PE/ Health Department members make decisions on curricular alignment. ● Meetings with other comprehensive District high school *Individual Teachers:* ● Athlete Committed leadership training course during Bruin Tim ● Coaches and Athlete training in Chico
Science	*The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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. *Course: built-in common approaches and strategies:* ● Lab sciences will use common lab report format and rubric to prepare students for college science classes *Individual Teachers:* ● 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
Social Science	*The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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) *Course: built-in common approaches and strategies*

	- 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 ***Individual Teachers:*** - Google Suite of Education - Presentations - Online collaboration - Professional Development to enhance teaching strategies - Distance Learning
Special Education	***The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** - 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 ***Course: built-in common approaches and strategies:*** - 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. ***Individual Teachers:*** - 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
Visual and Performing Arts (VAPA)	***The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:***

	● Invite feeder school students to all performances ● Create a dance workshop led by students for feeder school students ● Community participation in performances ● *Made in South County*-community performance and art exhibit highlighting the arts program at Bear River ● 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 *South County Jazz Night* alongside the high school bands ● The Show Choir performs for the elementary and middle school feeder schools *Course: built-in common approaches and strategies* ● Showcase and highlight our curriculum at 8th Grade visitation (Future Bruins) *Individual Teachers:* ● 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	***The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*** ● 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. *Course: built-in common approaches and strategies* ● 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.
	Individual Teachers:
	● 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.

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

Career Technical Education (CTE) and Industrial Arts (Ag)	*The CTE and Ag Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:*
	Industrial Arts:
	● 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 laison (Crossen).
	● Sign-up for workshops that showcase "best practices" involving technology use in the modern classroom at NJUHSD inservice days and CATA conferences.
	Digital Media Arts & Computer Science:
	● Schoology
	● Attend conferences
	All:
	● 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
	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:* ● 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	*The English Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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 *Course: built-in common approaches and strategies* ● 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 *Individual Teachers:* ● Teachers communicate regularly regarding student progress toward academic goals with particular attention to perceived skill-gaps.
Math	*The Math Department will continue to employ the following instructional*

	approaches and explore other instructional approaches and strategies: ● 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 *Course: built-in common approaches and strategies:* ● 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 *Individual Teachers:* ● 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
Physical Education (PE) and Health	*The PE and Health Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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. *Course: built-in common approaches and strategies:* ● California Physical Fitness Test ● Regular conditioning and measuring in preparation for CA Fitness Test *Individual Teachers:* ● 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. ● Instruct students on consequences of poor lifestyle choices- lecture, group activities, current research.

Science	***The Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:***
	● 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.
	Course: built-in common approaches and strategies:
	● 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
	Individual Teachers:
	● Teachers develop a formative assessment to use which is aligned with NGSS course outcomes ● Teachers analyze formative assessment results
Social Science	***The Social Science Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:***
	● 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
	Course: built-in common approaches and strategies:
	● 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. ● Use of summative assessment data to measure levels of student achievement

	Individual Teachers: ● 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	*The Special Education Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● Comprehensive progress reports on goals ● Ongoing curriculum based assessment ● Ongoing development of credit recovery programs appropriate to student abilities and needs *Course: built-in common approaches and strategies:* ● 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 *Individual Teachers:* ● 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)	*The VAPA Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● Observation evaluation ● Demonstrate knowledge of choreography ● Demonstrate technical skills in all disciplines ● Demonstrate performance skills ● Demonstrate rhythm/musicality ● Student evaluations

	● Dance terminology assessments ● Technical arts vocabulary development ● Visual vocabulary development ● Recorded music performance assessments *Course: built-in common approaches and strategies* ● Student self and group assessment of performances ● Group art critique *Individual Teachers:* ● Teacher evaluation by observation for dance knowledge ● Self evaluation ● Peer observation and evaluation
World Languages	*The World Languages Department will continue to employ the following instructional approaches and explore other instructional approaches and strategies:* ● 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. *Course: built-in common approaches and strategies* ● 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.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

APPENDICES

A.   Local Control and Accountability Plan (LCAP):

- [NJUHSD 2017-20 LCAP](#)

- [LCAP Data Metrics Update 1/30/17](#)

B.   Results of student questionnaire/interviews

- Below is a link to survey results from our Action Plan development process:

    - [Copy of BRHS Stakeholder Input on WASC Goals 2017-2018 (Responses)](#)

- Below is a link to survey results from our LCAP process:

    - [Copy of 2017 LCAP Survey (Responses)](#)

- *Please see CHKS in appendix D below*

C.   Results of parent/community questionnaire/interviews

- Below is a link to survey results from our Action Plan development process:

    - [Copy of BRHS Stakeholder Input on WASC Goals 2017-2018 (Responses)](#)

- Below is a link to survey results from our LCAP process:

    - [Copy of 2017 LCAP Survey (Responses)](#)

- [NJUHSD California School Parent Survey (CSPS)](#)

D.   The most recent California Healthy Kids Survey (CHKS)

- [NJUHSD California Healthy Kids Survey (CHKS)](#)

- [BRHS School Climate Report Card (SCRC)](#)

- [CHKS 2015-17 Significant Results](#)

- [NJUHSD California School Staff Survey (CSSS)](#)

E.   Master schedule

- [2017-18 BRHS Master Schedule](#)

- [2018 Bruin TImes 1-22-18](#)

- [BRHS Master Schedule Projected Sections for 2017-18](#)

F. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**

AP Course Ledger Authorized Courses	2014-15	2015-16	2016-17	2017-18
Biology	1	--	1	--
Calculus AB	1	--	1	1
Chemistry	--	--	--	1
Computer Science A	--	--	--	1
Computer Science Principles	--	--	1	1
English Literature and Composition	1	--	1	1
Environmental Science	1	--	1	1
Physics 1	1	--	--	--
Physics B	--	--	--	--
Spanish Language and Culture *	1	--	1	1
Studio Art: Drawing	1	--	1	1
U.S. Government and Politics	1	--	1	1

Return to search results

- BRHS AP Course Ledger

G. **UC a–g approved course list: https://doorways.ucop.edu/list/app/home/**

- BRHS UC/CSU - Approved Course List

H.   Additional details of school programs - Student Handbook, online instruction, Senior Project Handbook, Response to Intervention Pyramid, etc.

- [Principal Besler's School Messenger Emails](#)

- [Bear River High School Student Handbook](#)

- [Apex online instruction](#) (credit recovery)

- [BRHS Principal's Mid-Year Update 1.15.18](#)

- [Senior Project Handbook](#)

- Response to Intervention Pyramid (see below)
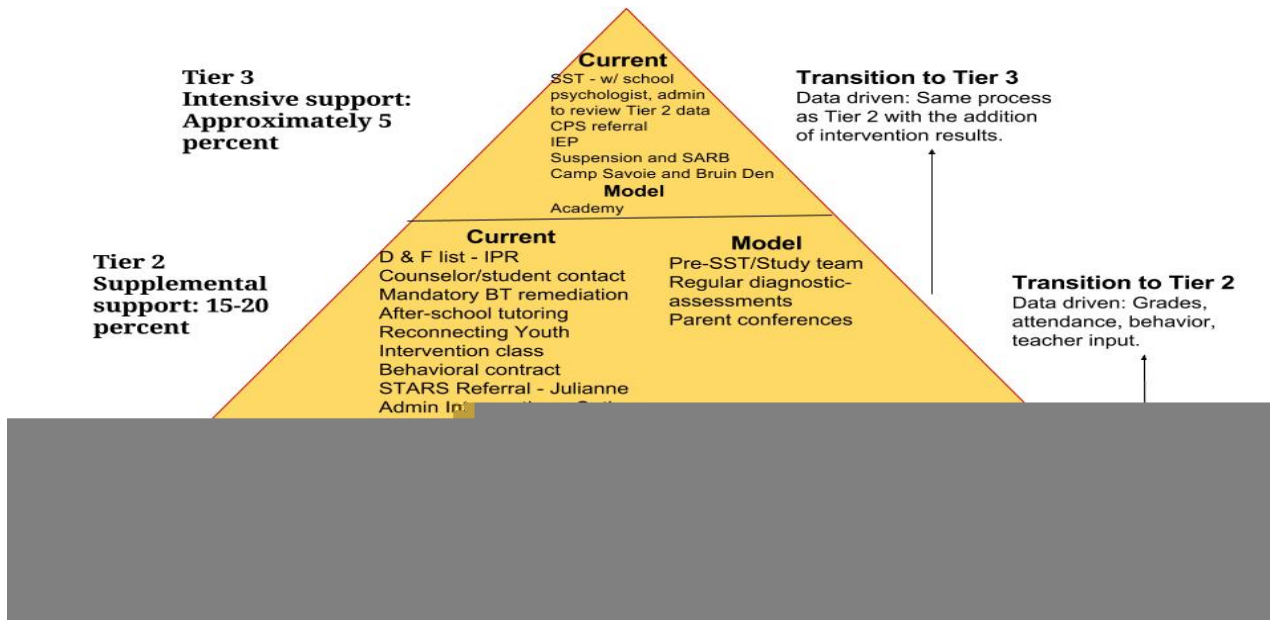
I.   California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information

- [California Schools Dashboard - BRHS Equity Report](#)

- [California Schools Dashboard - BRHS Status and Change Report](#)

- [California Schools Dashboard - BRHS Detailed Report](#)

- [California Schools Dashboard - BRHS Student Group Report](#)

J.   School accountability report card (SARC)

- 2015-16 BRHS SARC (published during 2016-17)

- 2016-17 BRHS SARC (published during 2017-18)

K.   CBEDS school information form

- BRHS CBEDS SIF 2017-18

L.   BRHS Graduation requirements:

- English - 4 years: Must include English 9, 10, 11, and 12

- Math - 3 years: Must include one year of Algebra I or Integrated Mathematics I

- Social Studies - 3 years: Must include World History, US History, and Government/ Economics

- Science - 2 years: One year each of a Life Science AND a Physical Science

- Physical Ed - 2 years: One year of Freshman PE AND one additional year of PE OR two seasons of a sport (grade 10-12)

- World Language OR Visual/Performing Art - 1 year: One V/P art class OR a world language

- Frosh Tech/Health 1 year: One semester of each

BRHS Graduation Requirements (linked on the BRHS website)

M.   Additional data

        The **LCFF State Priorities Snapshot** graphically displays data required for the local control and accountability plan (LCAP) relating to implementation of state priorities in the areas of Student Achievement, Student Engagement and School Climate.Current law requires districts, county offices of education (COEs), and charter schools to annually update their LCAPs, which contain approximately 26 data elements. The LCFF State Priorities Snapshot provides three years of data for those LCFF related measures where state data are available. For further information on the data elements displayed in the LCFF State Priorities Snapshots and the calculation methods, please refer to the Glossary.

- BRHS LCFF State Priorities Snapshot

- BRHS Detailed LCFF State Priorities Snapshot
  (includes both school-wide data and student group data)

N.   Budgetary information, including school budget

- 2017-18 Adopted Budget

- 2017-18 First Interim Report

- *Additional School Budget Information (from the NJUHSD website)

O.   Glossary of terms unique to the school

BRUIN TIME (BT) -
PART ONE: DESCRIPTION OF THE MODEL
- Bruin Time is just one component of our school-wide system of student intervention and enrichment
- A 41-minute period built into the school day four days a week for the purpose of providing interventions and enrichments tailored to specific student needs
- Required for all 9th and 10th graders; required for all 11th and 12th graders in need of academic support
- Bruin Time offerings fall into three main categories:
    - Remediations
    - Enrichments
    - Study Hall

Why this program was adopted: Bruin Time has been in place at Bear River for many years, but the faculty identified a need to revitalize the program in the fall of 2015. In looking at our student D/F list, we recognized that large numbers of students were failing in many subjects. The Bruin Time program had devolved into a mostly-Study Hall model, which was not nearly strategic enough to meet student needs. The faculty committed itself to recreating the program to meaningfully address our students' needs.

Essential resources needed: Time is a significant resource allocated to our Bruin Time efforts, both in terms of the time built into the school day and the time and human resources needed to evaluate the student achievement data, create a new Bruin Time schedule for each quarter, pre-schedule all students needing remediation, and engage all students in arena scheduling for their other Bruin Time selections. Staff members, beyond the faculty, have also devoted time to this process, including our counselors, administrators, registrar, and intervention specialist.

Goals/outcomes related to teacher and administrator professional development: The process of regularly evaluating student performance data and intervening accordingly in a timely, strategic fashion ties in perfectly with our staff professional development goals related to Professional Learning Communities, student engagement, formative assessment, and classroom-based intervention. Our district has also strongly emphasized student mental health this year, and our

efforts to engage and connect each individual student support their academic success and personal well-being.

Goals/outcomes related to students, parents, and community: Our goal is for all students to receive a high-calibre academic foundation throughout high school which will prepare them for the challenges of college and 21st-century careers. We work with students and families on a variety of levels to ensure that they receive a high level of support, encouragement, and connection so that academic success is a reality, no matter the student's difficulties. We engage with our community partners regarding the needs for the future workforce to ensure that our students are well-prepared, with both the academic and the "soft" skills needed for successful employment and contribution to society. Bruin Time is utilized by students and staff to engage with the community, including our culture-building efforts and planning of community events.

How this program benefits all students/affects school-wide achievement: All students benefit from Bruin Time, as they receive exactly what they need -- whether that is small group/one-on-one support from an academic teacher, an engaging enrichment that gives them a reason to want to come to school, or a place to feel "at home" and connect with a small group of peers and a staff member, through our Advisory model.

How this program benefits unique student populations in our learning community: Bruin Time is one of our best methods of serving unique student populations. For example, each spring, our Varsity Football coach, Scott Savoie, runs "Camp Savoie" four days a week for the most academically at-risk sophomores, where he tracks their progress, helps them individually, serves as a liaison with teachers and parents, and employs the assistance of peer tutors. Concurrently, our "Mama Bears" (principal, assistant principal, and both counselors) run the "Bruin Den," a similar program for our most academically at-risk freshmen. The School Culture Bruin Time, run by our principal, mixes Special Education and General Education students to engage in projects that benefit everyone, like planting plants around campus, engaging in staff appreciation activities, and welcoming new students.

How this program deals with student social-emotional and behavioral needs: Again, this is one of our most powerful ways to address the social-emotional and behavioral needs of our students, as the groupings are small and staff members are able to connect with students individually in a variety of meaningful ways. Providing enriching activities, holding students academically accountable, and serving as a cheerleader/coach/mentor/role model are powerful ways to feed students' souls and make them want to come to school each day.

How our program is linked to and described in our district's LCAP:
District LCAP Goal #1: Our district ensures a multifaceted experience that engages each student to surpass state and local benchmarks. Bruin Time is linked to this goal in that our enrichment offerings add to the multifaceted nature of our students' experiences and our heightened academic support through remediation helps ensure that students will meet and exceed academic standards.

District LCAP Goal #2: Our district will ensure that all students and staff feel they belong to a safe and healthy school. Our district is committed to providing the personnel necessary to support

our students in all ways. Bruin Time is linked to this goal in that many of the programs we provide during Bruin Time address safety and well-being and involve staff members whose positions are funded, in whole or in part, by this portion of the LCAP, including our librarian, counselors, and intervention specialist.

How our school is addressing chronic absenteeism and suspension/ expulsion: Chronic absenteeism is addressed through a systematic process that aims at preventing the problem in the first place. Our assistant principal, intervention specialist, and counselors meet with students and parents when attendance begins to become an issue to address needs, concerns, and underlying issues. When absenteeism becomes chronic, the Student Attendance Mediation process addresses the concerns and connects families with resources and support. Suspension and expulsion are viewed as a last resort, as our pyramid of behavioral interventions seeks to intervene early with behavior concerns before suspension or expulsion become necessary. Students are educated early and often about behavioral expectations and Bruin Time is utilized as a way to assist students in developing positive behaviors on campus and beyond.

PART TWO: IMPLEMENTATION AND MONITORING OF THE MODEL
How stakeholders (particularly parents) are engaged in the model: Our Site Council and our District LCAP Steering Committee help set the course for our goals and allocation of resources, including the resources that funnel into Bruin Time; parents and students serve on each of these committees. We regularly educate our parents and students about the support and enrichment opportunities available during Bruin Time, survey them regularly to garner their input on this topic as well as others, and solicit recommendations and seek faculty support to implement certain Bruin Time program offerings.

Methods used to communicate the program to segments of the learning community:
Communication is one of our top priorities at Bear River. Our website and Facebook page are regularly updated with information about our programs and offerings, including links to our weekly student video production. Our principal sends a School Messenger email and voice message every Sunday to all families, which includes regular information about Bruin Time. We reach out to the larger community to communicate about what's happening at Bear River through a monthly half-hour radio appearance on KNCO called "On the Town."

Monitoring and assessment methods being used to evaluate the effectiveness of parent/community engagement: We incorporate several ways to evaluate the effectiveness of our parent/community engagement each year, including surveys and town hall meetings, which are hosted at the school. In addition to our Site Council parent engagement, we have parents engaged in various advisory committee roles, particularly for our CTE programs, which are also incorporated into Bruin Time.

Capacity-building activities related to professional learning for teachers, administrators, and non-instructional staff: Our faculty meets each Friday morning before school and our entire staff engages in regular staff meetings. During this time, we discuss the effectiveness of our Bruin Time offerings and we build capacity around our intervention system of supports.

Monitoring and assessment methods being used to evaluate the effectiveness of instructional learning activities: We monitor the effectiveness of Bruin Time in a variety of ways and on a regular basis, including at our weekly faculty collaboration meetings. We discuss individual student needs and universal strategies to support various needs, track individual student progress, and identify overall trends.

PART THREE: RESULTS OF THE MODEL PROGRAM
How the monitoring and assessment results are being used to evaluate the program in relation to student outcomes: The faculty and staff study the student achievement data on a monthly basis, tracking trends and changes in individual and subgroup performance, discussing and evaluating trends among their departments, grade levels, and special populations. Counselors and Special Education Case Carriers consult with general education teachers on specific student needs. This regular monitoring of student achievement data enables us to make regular adjustments to our Bruin Time offerings and approaches. Students are added to remediation Bruin Times after every progress grading period (4.5 weeks), allowing for timely addressing of student needs. When student performance improves, students are given options for enrichment Bruin Times, which provides timely incentives for improvement.

Quantitative/qualitative data being collected that demonstrates positive results for student outcomes: The most striking piece of quantitative data is the dramatic reduction, across all subjects, in Ds and Fs, from the revitalization of Bruin Time last spring to the current semester. In December of 2015, our list of Ds and Fs was 80 pages in length. Our most current list of Ds and Fs was 27 pages, which is a reduction of over 65%. We also gather qualitative data in the form of student survey input about the effectiveness of Bruin Time. Students report that the extra time and support is vital to their success. One student commented in a survey last spring, "I could not be as successful as I am in my classes without Bruin Time. The individual help from my teachers in a smaller group makes all the difference for me."

Summary of findings based on data collected: Based on the data collected, our faculty has determined that providing strategic support and intentional engagement opportunities for all students through Bruin Time improves overall academic performance and increases student confidence and connection with school. While our Bruin Time system is a never-ending work in progress, the data is clear that its overall impact is significant and meaningful.

Demonstrated measure of success between targeted and non-targeted student groups: The primary targeted group of our Bruin Time efforts are the students who are performing poorly in multiple courses. The Camp Savoie and Bruin Den programs (previously described) are designed specifically to serve these highly at-risk students. From the spring of 2016 to the fall of 2016, these students' GPAs improved by 1.4 points on average. Many of these students have become eligible to participate in athletics for the first time in high school and are beginning to engage in positive extracurricular activities of many forms. The non-targeted student population has increased their overall academic performance as well (as noted in the vast overall reduction of Ds and Fs) and have increased their engagement in enrichment offerings exponentially, as no enrichments were offered prior to the January 2016 Bruin Time redesign.

How results are used for continual program improvement including modifications to accelerate the impact for student successes: The results we have gained through this program are accelerated each quarter, as we use the student achievement data to modify our offerings and become more strategic with our scheduling process. For example, our staff elected to add the Advisory element in August of this year and begin the year with all 9th and 10th graders enrolled in Seminar Bruin times for English and Math for the first time, as a means of preventing failure before it happens (all students received extra time on a weekly basis with Math and English teachers, as these are the areas with which our underclassmen struggle most). Our process each quarter changes, as we continually refine our approach. This work never ends.

Results of the model/Pupil outcomes: The results speak for themselves, as demonstrated by the aforementioned data. Perhaps more importantly, we have developed a school culture in which staff members are committed to not allowing students to slip through the cracks.