

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Bear River High School
Address	11130 Magnolia Road Grass Valley, CA 95949
County-District-School (CDS) Code	29-66357-2930048
Principal	Chris Roberts
District Name	Nevada Joint Union High School District
SPSA Revision Date	January 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

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
VISION STATEMENT: 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.

Here is a little more about us:

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.

School Profile

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, currently serving just over 600 students. 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 extra-curricular 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 after school hours and during the summer months. When schedules allow, community groups may also use the theater and fields for various sporting events.

As is the case with most other comprehensive high schools within proximity, Bear River has experienced declining enrollment over the past 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. Now, with the economic downturn experienced throughout the country, and in our county in particular, families are being forced to find employment out of

the area or are choosing to move closer to their places of employment to alleviate the costs associated with commuting. The 2015-2016 school year brought higher than anticipated student enrollment; we were projected to start the school year with 630-640 students, but our enrollment was 696 on the first day of school. Enrollment for the 2016-2017 school year was projected at 611 and 661 students were enrolled on the first day of school. We have maintained our student population throughout the school year thus far, never dropping below 600. While the declining trend is projected to continue for several years to come (based on the current numbers of students in our feeder schools), we are working to attract students to Bear River with the idea of mitigating the factors which are beyond our control.

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, and dance. We added curricular opportunities, even with the decline, including an offering in A.P. Computer Science in the 2016-2017 school year. Bear River launched two new CTE pathways in 2016-2017: Computer Science and Digital Media Arts.

Our Expected School-Wide Learning Results (BEARs) 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 three year WASC review last year, 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. The 2016-2017 school year marked the first year that all students at Bear River were issued Chromebooks at the start of the school year, for use both at school and at home. While this 1:1 digital device implementation presents some challenges, it has also increased student access to educational resources and expanded learning opportunities both within and outside the classroom.

Bear River High School has a 32-year history of excellence in academics, the arts, athletics, and agriculture. We have been named a California Distinguished School in both 2001 and 2009. In recent years, Bear River has become a model program for Professional Learning Communities, implementing teacher collaboration, pyramids of intervention, and common assessments. In 2014, Bear River successfully passed our mid six-year WASC accreditation review. We applied for distinction as a California Gold Ribbon School in November of 2016, based on our Bruin Time program of student remediation and enrichment. We continue to strive for excellence, through our dynamic approach to meeting unique student needs and adjusting to changing demands of college and careers.

Serving 620 9th through 12th grade students, 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.

The student enrollment at Bear River has steadily declined for the past several years, due in large part to demographic and economic factors. Faced with significant economic struggles for the first time, our families have experienced many challenges. As an example, nearly a third of our students now live with grandparents or other relatives. Our percentage of socioeconomically disadvantaged students has skyrocketed and mental health issues are pervasive within our student population. Historically, Bear River was an upper-middle class community with predominantly stable families with solid foundations. More and more, we are recognizing that our students and families have tremendous needs beyond academics.

While our enrollment is now about half of what it was at its peak, we have managed to maintain and even grow our programs and offerings. Our academic excellence speaks for itself, as does our rich 31-year history of outstanding accomplishments in athletics, arts, and agriculture. Our FFA students have earned national championships the past two years in Prepared Speaking and Agricultural Mechanics. We have also added two new CTE pathways this year, in Computer Science and Digital Media Arts.

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. Our staff is committed to continuous improvement, recognizing that our work is never done and we can always improve upon our programs, strategies, and efforts. Ultimately, we want every student at Bear River to be meaningfully engaged, connected, supported, challenged, and inspired... making Bear River the school no one ever wants to leave.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was aligned with the WASC (Western Association of Schools and Colleges) report and aligns with Bear River's WASC goals and the Nevada Joint Union High School District LCAP (Local Control Accountability Plan) goals. The process was overseen by staff, students and parents of Bear River High School and was approved for submission.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.3%	0.9%	0.82%	9	6	5
African American	0.3%	0.2%	0.16%	2	1	1
Asian	0.1%	0.6%	1.15%	1	4	7
Filipino	0.3%	0.2%	0.16%	2	1	1
Hispanic/Latino	9.5%	10.1%	9.49%	66	66	58
Pacific Islander	0.1%	0.3%	0.33%	1	2	2
White	85.1%	84.5%	83.96%	592	552	513
Multiple/No Response	3.3%	0.0%	0%	23	0	0
Total Enrollment				696	653	611

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		167	174
Grade 10		166	153
Grade 11		144	142
Grade 12		176	142
Total Enrollment		653	611

Conclusions based on this data:

1. Bear River High School serves a semi diverse student demographic. However, the majority of its students are white at just under 84% with Hispanic/Latino students next just under 10%.

2. Bear River High School's total enrollment continues to fall from 696 in the 2015-16 school year to 611 students in the 2017-18 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		10	9		1.5%	1.5%
Fluent English Proficient (FEP)		10	12		1.5%	2.0%
Reclassified Fluent English Proficient			1		0.0%	10.0%

Conclusions based on this data:

1. The reclassification of Fluent English Proficient students has increased 10% from the 2016-17 school year.
2. Bear River High School serves a small population of Hispanic/Latin students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	176	141	128	166	139	120	166	139	120	94.3	98.6	93.8
All Grades	176	141	128	166	139	120	166	139	120	94.3	98.6	93.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2664.	2645.	2606.	48	39.57	28.33	37	34.53	36.67	11	21.58	20.83	5	4.32	14.17
All Grades	N/A	N/A	N/A	48	39.57	28.33	37	34.53	36.67	11	21.58	20.83	5	4.32	14.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	52	54.68	35.00	41	33.81	45.83	7	11.51	19.17
All Grades	52	54.68	35.00	41	33.81	45.83	7	11.51	19.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	51.08	39.17	36	41.73	40.00	9	7.19	20.83
All Grades	55	51.08	39.17	36	41.73	40.00	9	7.19	20.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	28.06	23.33	58	62.59	62.50	5	9.35	14.17
All Grades	36	28.06	23.33	58	62.59	62.50	5	9.35	14.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	59	42.45	31.67	36	46.76	54.17	5	10.79	14.17
All Grades	59	42.45	31.67	36	46.76	54.17	5	10.79	14.17

Conclusions based on this data:

1. Overall, the Class of 2018 performed extremely well on the CAASPP ELA exam. The percentage of students meeting or exceeding the overall standards is much higher than our local, similar schools.
2. Our rate of participation in the CAASPP exams was very high but down from the previous year.
3. The Listening strand is our overall lowest category, though nearly all students were at or near the standards. We need to continue to help our students hone their listening skills and give them in-class opportunities to listen to content and respond, versus always reading the content or viewing it.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	176	141	128	163	139	122	161	139	122	92.6	98.6	95.3
All Grades	176	141	128	163	139	122	161	139	122	92.6	98.6	95.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2605.	2623.	2578.	11	14.39	11.48	29	35.25	22.13	37	33.81	32.79	24	16.55	33.61
All Grades	N/A	N/A	N/A	11	14.39	11.48	29	35.25	22.13	37	33.81	32.79	24	16.55	33.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	33.81	19.67	45	41.01	35.25	36	25.18	45.08
All Grades	19	33.81	19.67	45	41.01	35.25	36	25.18	45.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	25.90	14.75	60	56.12	48.36	20	17.99	36.89
All Grades	20	25.90	14.75	60	56.12	48.36	20	17.99	36.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	23.02	15.57	65	66.91	56.56	19	10.07	27.87
All Grades	17	23.02	15.57	65	66.91	56.56	19	10.07	27.87

Conclusions based on this data:

- Our Math CAASPP scores are lower than our ELA scores, which is consistent with other schools and districts. Overall, our scores are higher than many of our local, comparable schools. However, our Math scores are much lower than they were in 2015.

2. The juniors who took these exams last spring had not been exposed to the new integrated math curriculum. This new curriculum will surely prepare students more fully for the style and manner of assessment seen on the CAASPP.
3. Our lowest Mathematics strand was Concepts and Procedures (45% of our students were Below Standard). Our Math teachers are addressing these areas specifically in their curriculum and instruction.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1. The Initial ELPAC will be administered beginning July 1, 2018, and will be year-round (July 1–June 30).

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
611	30.8%	1.5%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	1.5%
Homeless	2	0.3%
Socioeconomically Disadvantaged	188	30.8%
Students with Disabilities	55	9.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	5	0.8%
Asian	7	1.1%
Filipino	1	0.2%
Hispanic	58	9.5%
Two or More Races	24	3.9%
Pacific Islander	2	0.3%
White	513	84.0%






Conclusions based on this data:

1. Bear River High School serves a semi diverse student demographic. However, the majority of its students are white at just under 84% with Hispanic/Latino students next just under 10%.
2. The socioeconomically disadvantaged student population maintains at around 30%. In conversation with our feeder school district, PRUSD (Pleasant Ridge Union School District), we've determined that this number is low given our understanding of our district boundaries.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. Improving the overall CAASPP results remains a high priority for the Bear River High School staff. The staff will continue to implement MTSS (Multi-tiered System of Supports) to provide students with intervention in the areas of Math and English as well as extension in these areas.
2. Bear River High School scored in the green in College/Career and blue in Graduation Rate. Bear River will strive to keep these areas a positive result on the Dashboard while continuing to look for ways to improve these areas year after year.
3. Suspension Rate is the number one area of concern for the staff at Bear River High School. The school is exploring alternatives to suspension and expulsion, such as restorative practices, while maintaining high expectations of its students in following the school's CORE Values.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 28.9 points above standard Declined -33.2 points 117 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 10.8 points above standard Declined -30.6 points 41 students	<p>Students with Disabilities</p>  No Performance Color 92.6 points below standard 15 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 41.3 points below standard Declined -66.2 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Green 37.2 points above standard Declined -26.8 points 100 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	34.8 points above standard Declined -26.9 points 112 students

Conclusions based on this data:

1. Bear River High School noticed a significant decrease in the CAASPP results in the area of English Language Arts. The decline for the socioeconomically disadvantaged students fell significantly at 30.6.
2. Bear River staff feels that one reason the scores were down significantly was that many of the school's higher achieving students didn't take the CAASPP or didn't take the assessment seriously resulting in the drop.
3. A focus will be on increasing participation of the assessment as well as taking the interim benchmark assessments to improve the school's CAASPP results.

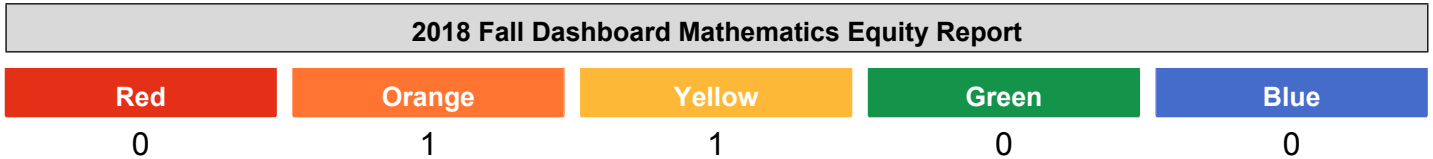
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 44.2 points below standard Declined -40.5 points 119 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 76 points below standard Declined -50.4 points 42 students	<p>Students with Disabilities</p>  No Performance Color 160.7 points below standard 16 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 58.8 points below standard Declined -34.7 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Yellow 40.5 points below standard Declined -40.8 points 102 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	38.9 points below standard Declined -34.8 points 114 students

Conclusions based on this data:

1. Bear River High School noticed a significant decrease in the CAASPP results in the area of Math. The decline for the socioeconomically disadvantaged students fell significantly at 50.4.
2. Bear River staff feels that one reason the scores were down significantly was that many of the school's higher achieving students didn't take the CAASPP or didn't take the assessment seriously resulting in the drop.
3. A focus will be on increasing participation of the assessment as well as taking the interim benchmark assessments to improve the school's CAASPP results.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

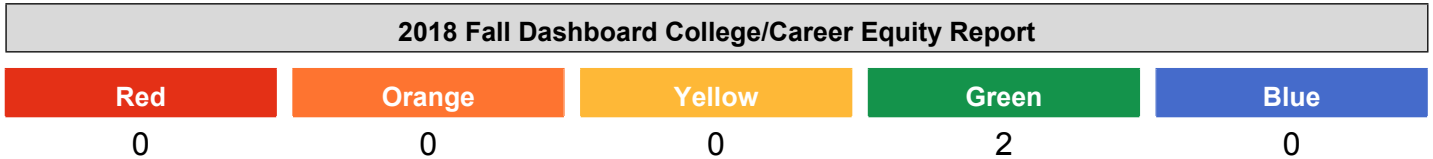
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>62.4% prepared</p> <p>Increased 6.2%</p> <p>133 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>47.3% prepared</p> <p>Increased 12.9%</p> <p>55 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Green 61.4% prepared Increased 3.4% 114 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
64.2% Prepared	56.2 Prepared	62.4 Prepared
16% Approaching Prepared	24.3 Approaching Prepared	24.1 Approaching Prepared
19.8% Not Prepared	19.5 Not Prepared	13.5 Not Prepared

Conclusions based on this data:

1. Bear River High School saw an increase (6.2%) in the area of College and Career Readiness with a significant increase in the socioeconomically disadvantaged student population at 12.9%.
2. Although there was an increase in the area of College and Career Readiness with the class of 2018, the number is still approaching the 64.2% of the 2016 class.

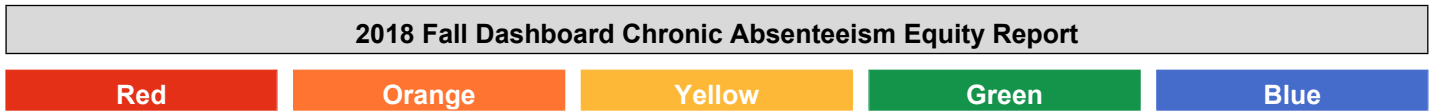
School and Student Performance Data

Academic Engagement Chronic Absenteeism

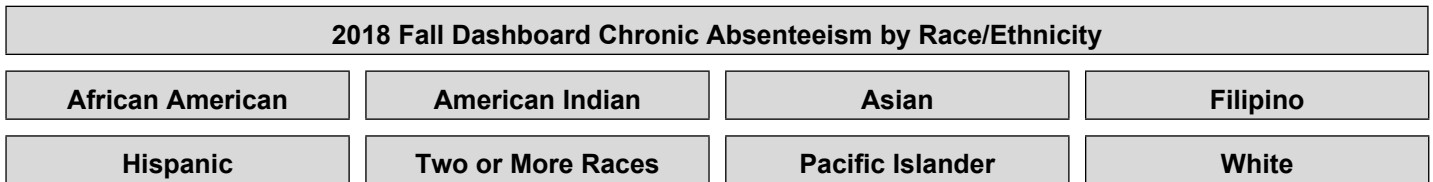
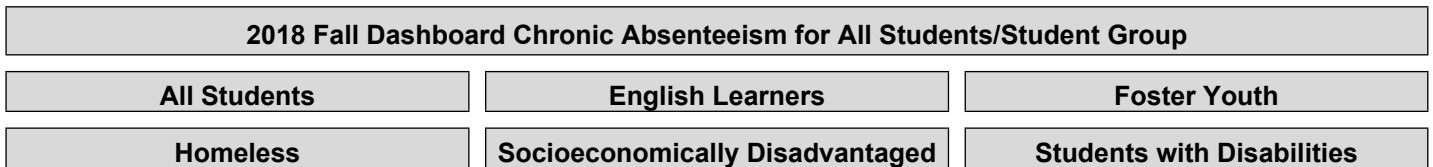
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

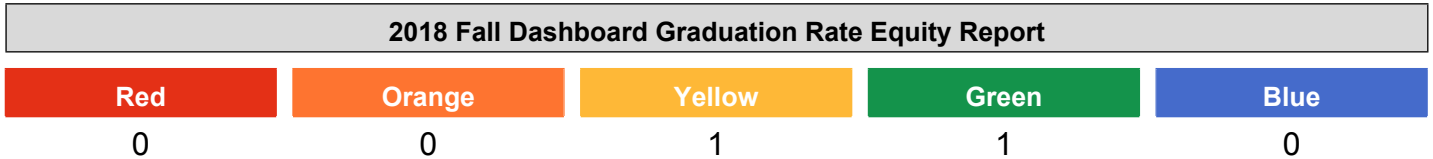
School and Student Performance Data

Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>95.5% graduated</p> <p>Declined -1%</p> <p>133 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>94.5% graduated</p> <p>Maintained -0.8%</p> <p>55 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Yellow 94.7% graduated Declined -1.8% 114 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
96.4% graduated	95.5% graduated

Conclusions based on this data:

1. Despite being in the blue on the Dashboard, Bear River High School saw a slight decline from 2017 at 1.8%.
2. Despite the decrease in 2018, Bear River High School still has a high graduation rate at 94.7%.

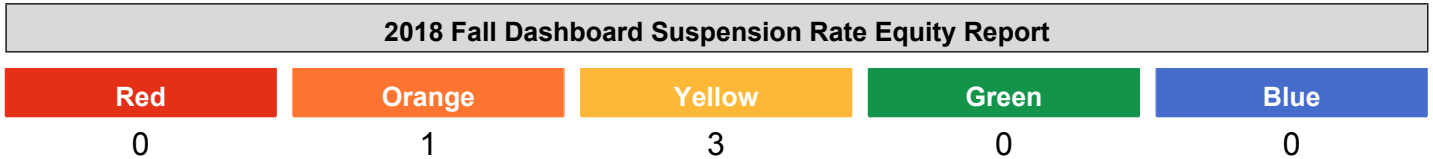
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.7% suspended at least once</p> <p>Declined -1.3%</p> <p>651 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>12% suspended at least once</p> <p>Declined -3.2%</p> <p>234 students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>16.7% suspended at least once</p> <p>Declined -0.5%</p> <p>66 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1% suspended at least once Declined -0.8% 62 students	 No Performance Color 16% suspended at least once Increased 2.4% 25 students	 No Performance Color Less than 11 Students - Data 2 students	 Yellow 9.9% suspended at least once Declined -1.2% 547 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.8% suspended at least once	10.9% suspended at least once	9.7% suspended at least once

Conclusions based on this data:

1. Three of Bear River HS's student groups landed in the yellow (White, Hispanic, and Socioeconomically Disadvantaged) for 2018 with about a 2% decrease from the previous year.
2. The Students with Disabilities student group was the only subgroup in the orange on the dashboard at a decrease of .5% but an overall 16.7% which continues to be extremely high.
3. Suspension Rate is the number one area of concern for the staff at Bear River High School. The school is exploring alternatives to suspension and expulsion, such as restorative practices, while maintaining high expectations of its students in following the school's CORE Values.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Support

Goal Statement

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

LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

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.

Professional development/resources:

MTSS training for administrators, counselors, and teachers

Data-analysis training for administrators, counselors, intervention specialist, and teachers

Means to assess improvement:

Quarterly analysis of all students' progress in courses (D/F lists)

Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)

Annual analysis of student perceptions of the supports they are receiving (California Healthy Kids Survey)

Students to be Served by this Strategy/Activity

All Students

Timeline

Comprehensive approach to be implemented in 19-20 school year.

Plan/approach to be evaluated and updated annually, beginning in spring of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal,
Intervention Specialist,
Counselors,
Department Chairs,
Intervention Team members

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.

Professional development/resources:

Peer tutoring program training for intervention specialist/teachers involved with program.

Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.

Means to assess improvement:

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.)

Students to be Served by this Strategy/Activity

All Students

Timeline

Evaluation of effectiveness of these programs will occur quarterly, beginning with the 3rd Quarter of the 2018-2019 school year.

Plan/approach to be evaluated and updated quarterly, beginning in fall of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members, teachers assigned to tutoring program

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Evaluate the mental health/well-being needs of students and allocate resources accordingly.

Professional development/resources:

Training on student mental health needs and interventions for teachers, administrators, counselors, psychologist/therapists, and intervention specialist.

Means to assess improvement:

Annual analysis of California Healthy Kids Survey results.

Annual analysis on student/parent 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.

Students to be Served by this Strategy/Activity

All students

Timeline

California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Quarterly mental health referrals and student progress will be assessed by the team beginning in January of 2019.

Reporting:

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 stakeholders at LCAP Town Hall meeting.

Person(s) Responsible

Principal, Assistant Principal, School Psychologist, Mental health therapists, Intervention Specialist, Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.

Professional development/resources:

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.

Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly meetings between Principal, Activities Director, and student leaders will begin in the spring of 2019.

Monthly classroom evaluation conducted within student leadership program will begin in the spring of 2019.

Monthly consultation with the staff will begin in the spring of 2019.

Reporting:

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 stakeholders at LCAP Town Hall meeting.

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Develop alternatives to school suspension that are meaningful and educational for students.

Professional development/resources:

Administrators, counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension.

Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in order to obtain guidance, which may include visits to the various schools.

Means to assess improvement:

Initial data regarding the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2019.

After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.

A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.

Students to be Served by this Strategy/Activity

All students

Timeline

Initial discipline /suspension data will be shared with staff in May of 2019.

Alternatives to suspension will be investigated in the spring and summer of 2019.

A system for providing alternatives to suspension will be implemented at the start of the 2019-2020 school year.

Quarterly assessment of discipline- related data and suspension alternatives will begin at the end of the 1st Quarter of the 2019-2020 school year.

Comprehensive program assessment will occur annually in the spring of 2019.

Reporting:

Monthly reporting and discussion of program effectiveness will occur at district Administrative Council meetings among all district administrators.

Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.

Biennial reporting to superintendent/ Board of Trustees.

Annual reporting to stakeholders at LCAP Town Hall meeting.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, members of the Intervention Team
(District administrators will provide guidance in this area as well)

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

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.

Professional development/resources:

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 an ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions of relationship- building strategies and experiences will begin in January of 2019.

California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.)

Professional development/resources:

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.

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.

Means to assess improvement:

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, 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 themselves with A.P. or Honors courses in the future.

Students to be Served by this Strategy/Activity

All students

Timeline

Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will occur in January and February of 2019 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 launch in February/March of 2019 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 2019 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 2019-2020 school year.

Reporting:

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 2019.

The results of the new course preview and selection processes and guidelines will be reviewed by the team of administrators, counselors, and teachers in the late spring of 2019 and again in mid-fall of 2019.

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 2019.

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 collaboration meetings on a quarterly basis.

Person(s) Responsible

Principal, Assistant Principal, Department Chairs, Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.

Professional development/resources:

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 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 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.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Informal feedback about proposed master schedule offerings will be obtained each spring (April-May) beginning in 2019.

Student course requests will be analyzed each April-May beginning in 2019.

Student/parent surveys will be conducted in late fall/early spring beginning in the late fall of 2019.

Evaluation of student progress toward four-year plan completion will take place annually in late spring/early summer, beginning in the spring of 2019.

The various functions of the new Student Information System will be put to the test in April/May of 2019. As additional training is needed, it will be implemented on an ongoing basis.

Reporting:

Person(s) Responsible

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.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time.

Professional development/resources:

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 an ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions of relationship- building strategies and experiences will begin in January of 2019.

California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.

Professional development/resources:

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 attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions of relationship- building strategies and experiences will begin in January of 2019.

California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Achievement

Goal Statement

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

LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Basis for this Goal

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)

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Implement specific college/career exploration, research, and readiness components at each grade level.

Professional development/resources:

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 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.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Biennial reporting to District CTE Advisory Committee.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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.

Professional development/resources:

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 CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expanded at Bear River (through grant funds, etc.)

Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

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 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Biennial reporting to District CTE Advisory Committee.

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Increase other (non-CTE) elective and enrichment offerings and opportunities.

Professional development/resources:

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 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.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered 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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Department Chairs meeting discussions of this topic will begin in the fall of 2019 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 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).

Professional development/resources:

Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include visits to local/similar schools to garner input and ideas that may spark improvement.

Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement.

Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.

This team will investigate the most effective tools and resources needed for strengthening these courses and programs. The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.

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.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered 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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Department Chairs meeting discussions of this topic will begin in the fall of 2019 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 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Senior Project Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.

Professional development/resources:

Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.

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 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.

Means to assess improvement:

Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Provide additional support and resources for non-college-bound students.

Professional development/resources:

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, 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.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:
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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.

Professional development/resources:
Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.

Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site.

This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.

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.

The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Provide additional education and support regarding four-year college requirements, testing, etc.

Professional development/resources:

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 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.

Means to assess improvement:

A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

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 basis to gauge their perspectives related to this topic.

Students to be Served by this Strategy/Activity

All students

Timeline

The staff meeting discussions related to this task will begin in the fall of 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Increase internship opportunities for students.

Professional development/resources:

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 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/expanded at Bear River (through grant funds, etc.)

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

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 2019.

Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2019.

LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2019.

Meetings of the Principal's Student Advisory Group will begin in January of 2019.

Reporting:

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.

Biennial reporting to District CTE Advisory Committee.

Person(s) Responsible

Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Communication/Articulation

Goal Statement

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

LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

LCAP Goal (School Culture and Engagement): Our high schools are a source of deep-seated pride among students, staff, and community.

Basis for this Goal

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)

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Build ongoing partnerships with feeder schools to align curriculum and share knowledge and needs.

Professional development/resources:

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 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 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.

Means to assess improvement:

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 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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring meetings between administrators, counselors, and intervention specialists will take place beginning in late spring of 2019 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 2019 and will continue each spring thereafter. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.

Meetings between Department Chairs and teachers of the various schools will begin in September of 2019 and will continue each spring and fall thereafter.

Spring meetings about student learning/social needs will begin in May or June of 2019 and will continue each spring thereafter.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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.)

Professional development/resources:

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 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 model.

Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.

Means to assess improvement:

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 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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Administrative meetings will take place quarterly, beginning in the spring of 2019.

If progress continues, the goal is for the common bell schedule to be agreed upon by mid-spring 2019 for implementation in the 2019-2020 school year.

Distance learning program research and visits will take place in the spring and summer of 2019 for implementation beginning in the 2019-2020 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 2019 (if the common bell schedule has been agreed upon by that time).

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, site representatives of the District Curriculum Committee, District Director of Technology and support staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.

Professional development/resources:

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 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 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.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

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 continue on a biennial basis thereafter.

EAP and ERWC assessment data will be collected beginning on the late spring of 2019 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.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River.

Professional development/resources:

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.

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.

Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements

Means to assess improvement:

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.

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 surveys.

Students to be Served by this Strategy/Activity

All students

Timeline

Initial meetings between Bear River leadership team and college representatives will take place in the fall of 2019.

Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than December of 2019.

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 December and June of each school year, beginning in December of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Create meaningful partnerships with local businesses and other local organizations.

Professional development/resources:

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 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 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.

Means to assess improvement:

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.

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 student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.

Students to be Served by this Strategy/Activity

All students

Timeline

Initial team meetings will take place in the spring of 2019 and will continue each spring thereafter.

CTE team discussions will begin in the fall of 2019 and will continue twice a year thereafter.

Administrators' meetings with local leaders will begin in the winter of 2019-2020 and will continue at least twice a year thereafter.

Parent outreach will begin in the spring of 2019 and will occur through our LCAP survey process each spring thereafter.

County-wide partnership opportunities will be discussed with the district team in the summer of 2019 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 2019 and their efforts will continue on a quarterly basis thereafter.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Activities Director, student leaders

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Use of Data/Communication

Goal Statement

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

LCAP Goal

LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Basis for this Goal

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)

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Improve communication with parents and students regarding academic progress by course.

Professional development/resources:

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.

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.

Means to assess improvement:

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 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

Students to be Served by this Strategy/Activity

All students

Timeline

Initial parent and student surveys will occur in the late spring of 2019.

Training on the new Student Information System will take place for teachers in August 2019. Additional training will take place over time, as needs emerge.

Follow-up parent and student surveys will be conducted each spring, beginning in 2020 to assess our progress in this area.

Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.

Professional development/resources:

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.

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.

Means to assess improvement:

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Training on the new Student Information System will take place for teachers in August 2019. Additional training will take place over time, as needs emerge.

Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2019.

Annual reporting of data will take place in the late spring of each school year, beginning with the spring of 2020.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Evaluate grading practices for consistency, purpose, and equity.

Professional development/resources:

Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for 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.

Means to assess improvement:

Parents and students will be surveyed to determine their desires when it comes to grading 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

Students to be Served by this Strategy/Activity

All students

Timeline

Initial parent and student surveys will occur in the late spring of 2019.

Training on the new Student Information System will take place for teachers in August 2019. Additional training will take place over time, as needs emerge.

Follow-up parent and student surveys will be conducted each spring, beginning in 2020 to assess our progress in this area.

Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Emphasize student self-evaluation and tracking of goals and progress throughout high school.

Professional development/resources:

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 on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:

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

Students to be Served by this Strategy/Activity

All students

Timeline

Training on the new Student Information System will take place for teachers in August 2019. Additional training will take place over time, as needs emerge.

Follow-up parent and student surveys will be conducted each spring, beginning in 2020 to assess our progress in this area.

Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Ensure that sufficient diagnostic assessments are in place for proper course placement.

Professional development/resources:

Administrators, counselors, and faculty will work to develop criteria and needs for diagnostic assessments through our new Student Information System as well as the district's adopted formative assessment platform.

Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features.

Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights with the rest of the faculty.

Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:

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 administration through the Google Form designed for sharing department collaboration feedback

Students to be Served by this Strategy/Activity

All students

Timeline

Training on the new Student Information System will take place for teachers in August 2019. Additional training will take place over time, as needs emerge.

Follow-up parent and student surveys will be conducted each spring, beginning in 2020 to assess our progress in this area.

Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2019.

Reporting:

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.

Person(s) Responsible

Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Professional development/resources: MTSS training for administrators, counselors, and teachers</p> <p>Data-analysis training for administrators, counselors, intervention specialist, and teachers</p> <p>Means to assess improvement: Quarterly analysis of all students' progress in courses (D/F lists)</p> <p>Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)</p> <p>Annual analysis of student perceptions of the</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supports they are receiving (California Healthy Kids Survey)			
<p>Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.</p> <p>Professional development/resources: Peer tutoring program training for intervention specialist/teachers involved with program.</p> <p>Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.</p> <p>Means to assess improvement: Quarterly student surveys on Bruin Time and tutoring program effectiveness.</p> <p>Quarterly analysis of all students' progress in courses (D/F lists)</p> <p>Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)</p>			
Evaluate the mental health/well-being needs of students and allocate resources accordingly.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional development/resources: Training on student mental health needs and interventions for teachers, administrators, counselors, psychologist/therapists, and intervention specialist.</p> <p>Means to assess improvement: Annual analysis of California Healthy Kids Survey results.</p> <p>Annual analysis on student/parent input on LCAP survey (related to mental health/well-being factors).</p> <p>Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services.</p>			
<p>Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.</p> <p>Professional development/resources: Training for Activities Director and student leaders in Link Crew program implementation.</p> <p>Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.</p> <p>Activities Director and student leaders will visit</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>schools with strong Link Crew programs in place to gain insights about effective implementation.</p> <p>Means to assess improvement: Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation.</p> <p>Activities Director will engage student leaders in in-class assessment of their progress toward effective implementation of the Link Crew program on a monthly basis.</p> <p>Principal and Activities Director will report to and consult with staff on a quarterly basis to share effective strategies and obtain feedback and guidance on next steps.</p>			
<p>Develop alternatives to school suspension that are meaningful and educational for students.</p> <p>Professional development/resources: Administrators, counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension.</p> <p>Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>order to obtain guidance, which may include visits to the various schools.</p> <p>Means to assess improvement: Initial data regarding the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2018.</p> <p>After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.</p> <p>A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.</p>			
<p>Provide additional training and support for teachers and staff in creating a sense of community in the classroom and building meaningful relationships with and between students.</p> <p>Professional development/resources: Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p> <p>Means to assess improvement: A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.)</p> <p>Professional development/resources:</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers assigned to teach Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis.</p> <p>Counselors, administrators, and department chairs will consult with colleagues at other school sites about the rigor and expectations of their A.P. and Honors courses.</p> <p>Counselors, administrators, and department chairs/teachers will review current policies and guidances and adjust them accordingly in order to ensure a high level of academic rigor and expectation.</p> <p>Means to assess improvement: 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.</p> <p>The course preview and selection process for the following school year will reflect new policies, practices, and guidelines.</p> <p>Administrators, teachers, and counselors will provide parent/student education nights (as well as information available online) for families of students who wish to</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>enroll in A.P. or Honors courses.</p> <p>Teachers, counselors, and administrators will review data related to students slated for entry into A.P. and Honors courses to assess their readiness and counsel accordingly.</p> <p>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 themselves with A.P. or Honors courses in the future.</p>			
<p>Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.</p> <p>Professional development/resources: Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff.</p> <p>Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year.</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Administrators and counselors will work with district staff, particularly the district Teacher on Special Assignment for implementation of CTE programs, to determine extra 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 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.

Means to assess improvement:
Throughout the master schedule development process each spring, administrators and counselors will obtain informal feedback from

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>staff regarding the proposed offerings.</p> <p>Student course requests will be evaluated to help determine the appropriate tailoring of the master schedule to their needs and interests.</p> <p>Students and parents will be surveyed to garner their perspectives on the current course offerings as well as their desires for future offerings.</p> <p>Administrators and counselors will evaluate student progress toward A-G completion for 4-year universities, CTE program completion, and other indicators of rigorous coursework throughout high school. This data will be compared to previous years in order to identify trends over time.</p> <p>The full functionality of the new Student Information System will be tested in the spring of 2019. Data analysis features within the new Student Information System will be utilized to track student progress toward 4-year plan completion.</p>			
<p>Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time.</p> <p>Professional development/resources:</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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 an ongoing basis.

District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.

Means to assess improvement:
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 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.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.</p> <p>Professional development/resources: Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p> <p>Means to asses improvement: A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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.

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement specific college/career exploration, research, and readiness components at each grade level.</p> <p>Professional development/resources: 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.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>elements that can be delivered by the classroom teacher.</p> <p>Means to assess improvement: A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>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.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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 CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expanded at Bear River (through grant funds, etc.)

Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.

Means to assess improvement:
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 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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Increase other (non-CTE) elective and enrichment offerings and opportunities.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place.</p> <p>Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students.</p> <p>Bear River’s staff will work with district staff to explore additional options for students once a</p>			

**Planned
Actions/Services**

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Expenditures**

common bell schedule has been achieved between the two comprehensive high school sites, Bear River and Nevada Union. This could include the implementation of distance learning options between sites.

Students will be regularly surveyed to gauge their interest 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.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered 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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include visits to local/similar schools to garner input and ideas that may spark improvement.</p> <p>Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement.</p> <p>Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.</p> <p>This team will investigate the most effective tools and resources needed for strengthening these courses and programs.</p>			

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Expenditures**

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Expenditures**

The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.

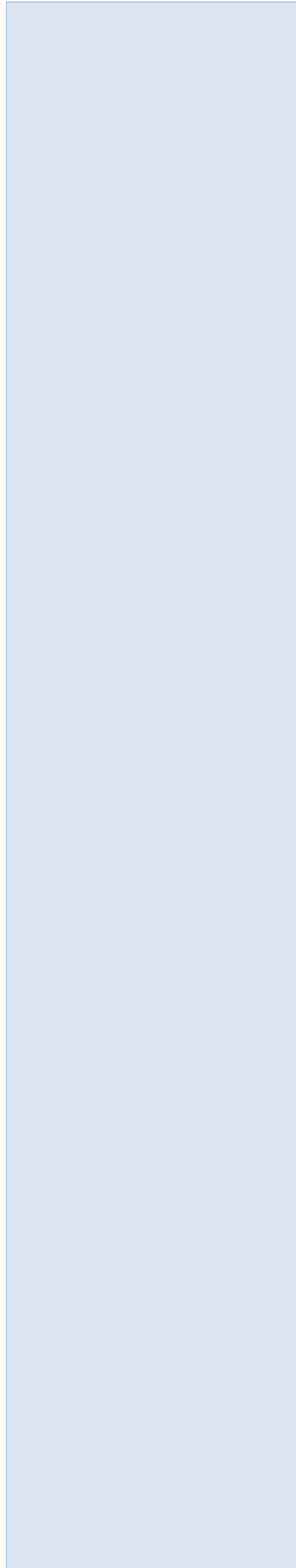
Teams of teachers and counselors will develop implementation strategies for each course and program with assistance from their department colleagues. This may include curricular elements that can be delivered by the classroom teacher as well as ancillary resources, such as guest speakers and supplemental tools and resources.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Department Chairs meetings will devote time to this topic on a quarterly basis, for planning purposes.

Site-specific survey data will be gathered 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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.</p> <p>This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>delivered by the classroom teacher.</p> <p>Means to assess improvement: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.</p> <p>This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p>			
<p>Provide additional support and resources for non-college-bound students.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in</p>			

**Planned
Actions/Services**

**Actual
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**Proposed
Expenditures**

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Expenditures**

professional development related to the most effective ways of connecting non-college-bound students with resources and support toward meeting their post-secondary goals.

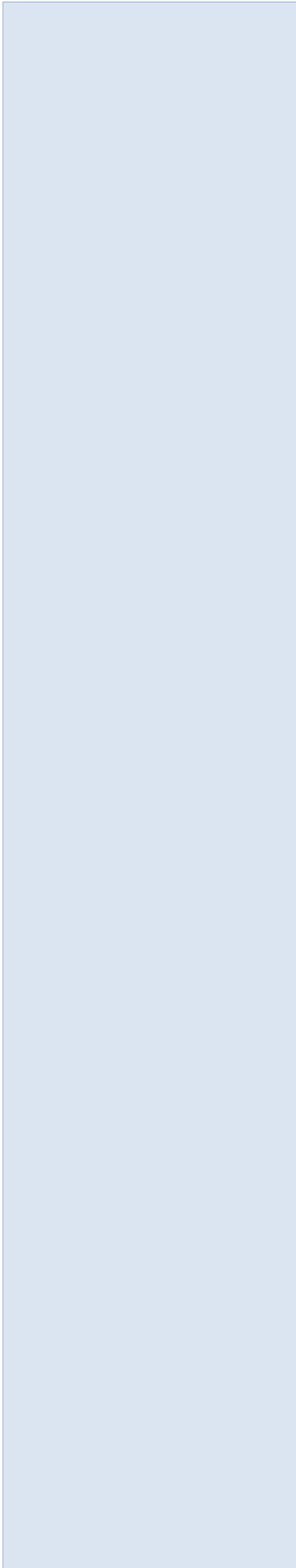
This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, strengths, and needs.

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.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.</p> <p>Professional development/resources: 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.</p> <p>Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.</p> <p>Means to assess improvement: A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			

**Planned
Actions/Services**

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Expenditures**

Provide additional education and support regarding four-year college requirements, testing, etc.

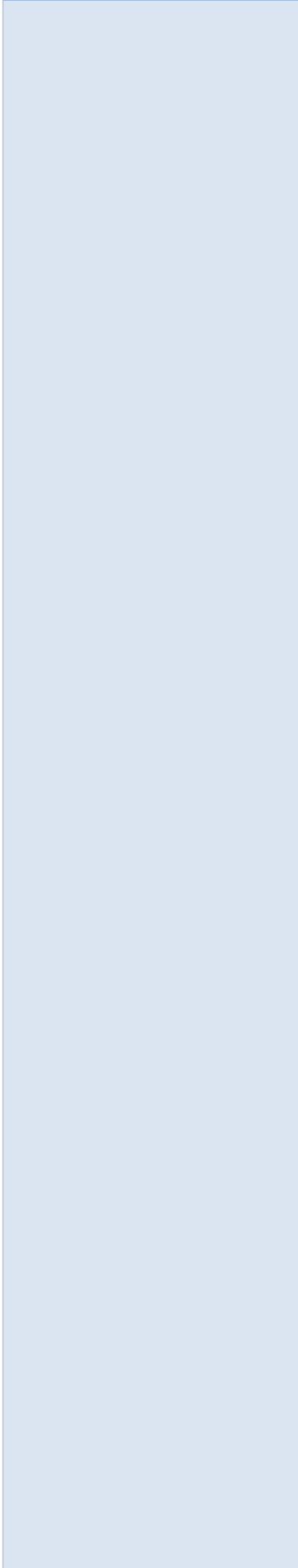
Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.

This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and 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.

Means to assess improvement:
A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.

Site-specific survey data will be gathered and analyzed annually related



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			
<p>Increase internship opportunities for students.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss potential internships.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship opportunities can be implemented/expanded at Bear River (through grant funds, etc.)</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Means to assess improvement: Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River’s CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding their CTE program interests and needs.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p> <p>The principal will meet with a diverse group of student representatives on a monthly basis to gauge their perspectives related to this topic.</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Build ongoing partnerships with feeder schools to align curriculum and share knowledge and needs.</p> <p>Professional development/resources: Administrators, counselors, and intervention specialist will reach out to establish communication and set up initial meetings with the leadership of each feeder school.</p> <p>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.</p> <p>Intervention Specialist will work with Math and English Department Chairs as well as Teachers on Special Assignment to identify</p>			

**Planned
Actions/Services**

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Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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 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.

Means to assess improvement:
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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and the data from those assessments will be utilized to place incoming 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.)</p> <p>Meetings between Department Chairs and teachers from the various schools will be documented and that documentation will demonstrate increased common understanding of needs and expectation. As a result, continuity will grow, which will be documented in identified expectations at each grade level.</p> <p>Spring meetings about the various learning/social needs of incoming freshmen will be documented and that documentation will be utilized to implement necessary supports for that freshman class.</p>			
<p>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</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>learning courses, ROP-like programs, etc.)</p> <p>Professional development/resources: Site administrators will work with the district team of administrators to identify and develop opportunities for increased student access to the district's educational opportunities.</p> <p>Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell schedule, which will enable the development of new program access opportunities.</p> <p>Distance learning programs, technology tools, and procedures that have been implemented in other local/similar schools/districts will be studied for potential implementation in the NJUHSD. This research may include visits to schools and districts where distance learning programs have been successfully implemented.</p> <p>Once a distance learning format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a model.</p> <p>Master scheduling considerations that will expand student opportunities throughout the district will be considered each spring.</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Means to assess improvement: 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 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 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.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.</p> <p>Professional development/resources: Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college.</p> <p>Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the colleges to discuss curricular alignment, assessment, and Essential Learning Outcomes at each level.</p> <p>Teachers will obtain additional training in college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and</p>			

**Planned
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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.

Means to assess improvement:
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 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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>implemented at each grade level and that performance data will be utilized to make adjustments to curriculum, instruction, and assessment.</p>			
<p>Build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River.</p> <p>Professional development/resources: 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.</p> <p>Dual enrollment options will be discussed with district administration and will then be shared with Bear River's staff.</p> <p>Bear River's Site Curriculum Committee will determine viable dual enrollment pathways and will approve and present those to the District Curriculum Committee for approval.</p> <p>Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation.</p> <p>Once available, students and parents will be</p>			

**Planned
Actions/Services**

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Actions/Services**

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Expenditures**

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Expenditures**

informed of dual enrollment options available to Bear River students.

Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements

Means to assess improvement:
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.

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 surveys.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Create meaningful partnerships with local businesses and other local organizations.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss potential business partnerships for the following year.</p> <p>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.</p> <p>Principal and assistant principal will meet with local business and community leaders to discuss partnership ideas related to Bear River's role in the community.</p> <p>Business and community partners will be recruited by Bear River's administrators, counselors, and teachers to participate in our annual stakeholder input processes, including the Town Hall forum that takes place each spring.</p> <p>Principal and assistant principal will work with district administrators to develop county-wide partnerships with local businesses and organizations.</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Principal and assistant principal will 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.

Means to assess improvement:
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.

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>connection points and that data will be analyzed as a launching point for outreach efforts.</p> <p>The outreach efforts of Activities Director and student leaders will be documented and shared with the staff in a staff meeting on a quarterly basis.</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Improve communication with parents and students regarding academic progress by course.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop a common, agreed-upon timeline for updating of grade information in our Student Information System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for communication with parents and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Parents and students will be surveyed to determine their desires when it comes to communication of academic progress by course.</p> <p>Training in the new Student Information System will result increased staff ability to convey grade/progress information on a timely basis.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback</p>			
<p>Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Professional development/resources: 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.

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.

Means to assess improvement: 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 of this task and feedback from staff will be shared regularly.

Departments will share their progress with

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>administration through the Google Form designed for sharing department collaboration feedback.</p> <p>Annual reporting of student performance data by subgroup will reflect increased use of data collection and analysis.</p>			
<p>Evaluate grading practices for consistency, purpose, and equity.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for grading in terms of purpose, consistency, and equity.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement:</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parents and students will be surveyed to determine their desires when it comes to grading practices.</p> <p>Training in the new Student Information System will result increased staff ability to utilize grading features in a consistent, purposeful way.</p> <p>Parents and students will continue to be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback</p>			
<p>Emphasize student self-evaluation and tracking of goals and progress throughout high school.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for integration of student self-evaluation and tracking of goals and progress.</p> <p>Staff will receive training on the effective utilization</p>			

**Planned
Actions/Services**

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Expenditures**

**Estimated Actual
Expenditures**

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 on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.

Means to assess improvement:
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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Ensure that sufficient diagnostic assessments are in place for proper course placement.</p> <p>Professional development/resources: 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.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features.</p> <p>Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Training in the new Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p> <p>Departments will share their progress with administration through the Google Form designed for sharing department collaboration feedback</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Chris Roberts	Principal
Josie Andrews	Classroom Teacher
Jennifer Weir	Classroom Teacher
Daniel Bussinger	Classroom Teacher
Peter Gammelgard	Classroom Teacher
Bethany Williams	Other School Staff
Missy Lorenzo	Other School Staff
Janet Miles	Other School Staff
Laurel Burchman	Parent or Community Member
Julie Barnum	Parent or Community Member
Jennifer Rodriguez	Parent or Community Member
Brittney Rogers	Secondary Student
Marie Claire Desplancke	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on January 30, 2019.

Attested:

Principal, Chris Roberts on

SSC Chairperson, Bethany Williams on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program